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ABSTRACT

An elementary school teacher and counselor designed a practicum which provided a model that teachers and parents used to enhance the developmental and academic skills of kindergarten children. The major goal was to increase the acquisition of skills through the child's preferred learning modality. Teachers and parents were given training that increased their knowledge and understanding of: (1) children's developmental needs, strengths and weaknesses; (2) developmental screening tests; (3) modality preferences; and (4) modality-based instruction. Students' preferences were determined through formal assessment. A modality-based developmental curriculum guide was developed and used for small group instruction. Teachers developed an understanding of developmentally appropriate curriculum, an awareness of learning style, and a recognition of the ways in which their own modality preference was manifested in their teaching methods. Parents became familiar with observational techniques for identifying the method by which their child learned best. Students demonstrated progress in developmental areas addressed in instruction. Findings suggest that modality-based instruction may be successful with students who have difficulty in acquiring skills with the methods used in classroom instruction. Over 20 appendices provide related materials. (Author/RH)

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Enhancing Developmental and Academic Skills in Kindergarten Children Through Modality-Based Instruction

by

Joanne Nemiroff

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Enhancing Developmental and Academic Skills in Kindergarten Children Through Modality-Based Instruction

by

Joanne Nemiroff
Cluster XXV

A Practicum II Report Presented to the
Ed.D. Program
in Early and Middle Childhood in
Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University
1989

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This practicum report was submitted by Joanne Nemiroff under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of education at Nova University.

Approved:

August 30, 1989
Date of Final Approval of Report

Polly Peterson, Ph.D.
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ABSTRACT

Enhancing Developmental and Academic Skills in Kindergarten Children Through Modality-Based Instruction. Nemiroff, Joanne, 1989. Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Developmental Tasks/Child Development/Developmental Stages/Readiness/Learning Modalities/ Learning Style/Learning Processes/Learning Readiness/Learning Strategies/Cognition/Cognitive Measurement/Cognitive Style/ Cognitive Development/ Kindergarten/Early Childhood Education/Preschool Curriculum/Kindergarten Curriculum.

This practicum was designed to provide a model by which teachers and parents could enhance the developmental and academic skills of kindergarten children. The major goal was to increase the acquisition of skills through the child's modality strength. In order to accomplish this, teachers and parents were provided in-service training to increase their knowledge and understanding of the unique developmental needs of children, developmental screening tests, developmental strengths and weaknesses, modality preferences, and modality-based instruction. Students' developmental needs, academic abilities, and modality preference were determined through formal assessment. A modality-based developmental curriculum guide was developed and utilized in providing small group instruction.

As a result of services provided, teachers developed an understanding of developmentally-appropriate curriculum, an awareness of learning style, and recognized how their own modality preference is manifested in their teaching methods. Parents became familiar with observational techniques to identify the method by which their child learns best. Students demonstrated progress in developmental areas addressed in instructional sessions. However, factors such as maturation and impact of classroom learning were not controlled.

Findings suggested that modality-based instruction could be viewed as another approach to teaching that may be successful with students who experience difficulty acquiring skills through those methods presently utilized in classroom instruction.

CHAPTER I

INTRODUCTION

Description of Community

The public elementary school in which this practicum was conducted is located in an urban, upper-middle class growing community in the southeastern part of the United States. The school has been in existence for 25 years, with the same principal as administrator during this period of time. The school was built as a model to promote the concept of the open classroom. There are no walls separating the classes within each grade level, and students move to different teachers based on the subject and their ability level. Four pod buildings, connected by covered walkways, each house two grades or a special subject area. A separate building contains the administrative office and library, while another houses the cafeteria. The school has a reputation for excellence, and consequently is overcrowded, with 100 percent plus capacity in all grade levels.

Work Setting and the Writer's Role

The school's philosophy stresses the desire to meet the needs of the total child. Educators attempt to recognize each child's individual growth and

development, and when possible provide services that address the intellectual, social/emotional, and/or physical needs of that child. Parents play an active role in the education of their children, and the school boasts a large number of parent volunteers in the classrooms.

There are approximately 1,000 to 1,100 students participating in kindergarten through sixth grade. Of this number 65.45 percent are Caucasian, 29.09 percent are Black, and 5.45 percent are Hispanic; 43 students obtain free lunch, while 39 are on reduced lunch.

The administration consists of one principal and one assistant principal. The assistant principal is responsible for curriculum development. There is one guidance counselor who provides individual, group, and classroom counseling sessions.

The faculty is composed of 59 teachers. Of those 59 teachers, 35 are classroom teachers, 7 teach in the Gifted Program, 6 teach Spanish, there is 1 art and 1 music teacher, 1 media specialist, 2 physical education teachers, 2 Specific Learning Disabilities teachers, 1 Academic Excellence teacher, and 1 part-time speech therapist. There are 8 males and 51 females on the faculty. Of this number, 39 are Caucasian, 14 are Black, and 6 are Hispanic. All teachers are state certified. The majority of teachers on staff have Masters Degrees, and two teachers possess Doctoral

Degrees. There is one systems aide whose purpose is to assist in reading and math. There are 7 additional classroom aides. The student teacher ratio in the primary grades, grades kindergarten through three, is 26:1. In the intermediate grades, grades four through six, there are 35:1.

A variety of special programs are provided at the school which enhance the school's reputation. There is a large Gifted Center consisting primarily of students from this school, but drawing from other schools as well. There is a Specific Learning Disabilities Program, and a Specific Learning Disabilities Gifted Program. An Academic Excellence Program was established for those students who do not meet gifted eligibility criteria. All students, grades kindergarten through six, receive Spanish instruction. Students in grades two through six participate in art, music, and physical education. Those in grades kindergarten and one receive those services from their regular classroom teacher.

The school uses the Ginn series at all levels for reading instruction. The mathematics series used is Harcourt-Brace. There is a wealth of supplementary materials available to students and teachers. The school is equipped with Systems 80, closed-circuit television, language masters, Commodore, Apple, and Atari computers, tape recorders, cassette players, etc.

There is an active parent group which organizes many fund-raising activities. The administration attempts to utilize the valuable resources and professionals within the community to enhance the learning of the students.

The writer is highly supportive of the services provided by this school. The writer's children attend this school, and therefore continuous efforts have been exerted in recognizing needs within the school, and providing volunteer services to address those needs. The writer is presently employed as a School Psychologist in a neighboring school district. Responsibilities include: Administering complete psychological evaluations consisting of intellectual, academic, process and social/emotional assessments, consultations with parents and teachers, and staff development. The writer holds an undergraduate degree in Special Education with a major in Specific Learning Disabilities, a Masters Degree in School Psychology, and 18 hours toward a Specialist Degree in Computer Education.

Other areas of certification include Elementary Guidance and Counseling, and Elementary Education. The writer is interested in the ways children learn best, and establishing curriculum which best meets the needs of each child.

The writer has held positions in the local school districts since 1973. Previous positions include: Teaching a resource class for children with learning disabilities, school psychologist for a Demonstration School composed of children with significant learning disabilities, and elementary guidance counselor within the public school system.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Questions are often raised as to what young children should be doing in a kindergarten setting. Literature on this subject is varied, but generally suggests the need to provide intellectually stimulating activities in which children can be active rather than passive learners. Curriculum should be established that can provide opportunities in which children can work together on projects that give meaning to their everyday experiences. It must be recognized however, that each child is unique based on his/her own intellectual capacity, style of learning, and experiences that are brought to the school environment. As a result, it is important that teachers adapt curriculum and instructional practices to the individual needs of the child. Many students would benefit from a variety of activities that enhance developmental skills. These students might not be prepared for an academic curriculum. It is important that teachers identify these students and provide developmentally-appropriate curriculum to avoid frustration. Other students, who have had pre-school experiences, might have acquired those developmental or prerequisite skills, and are

ready to be exposed to academics. Teachers however, are often unfamiliar with developmental screening instruments that can pinpoint the child's areas of strengths and developmental weaknesses. As a result, children are taught the same curriculum, but the pace of instruction is varied. Teachers often lack the knowledge of vast materials and methods of instruction that are developmentally age-appropriate and could enhance acquisition of specific developmental skills for those students who experience difficulties in those areas. In kindergarten classrooms, reading and mathematics textbooks are often found at different levels of difficulty. Many children, at this age, are unable to acquire concepts from the written page. These children might benefit from hearing the word on a language master with a picture association accompanying the word. Other children might need to make sandpaper letters to retain the configuration of the word. In addition to teachers providing appropriate materials, they must be sensitive to the learning styles of each child. It would be helpful to identify whether the child learns best through the auditory, visual, or kinesthetic channel so that appropriate methods of instruction can be provided. Many teachers are not cognizant of modality preferences and, therefore, do not present information according to a child's preferred mode of learning. If teachers were familiar with

developmental screening instruments that could suggest areas of strengths and weaknesses identifying those children ready for an academic curriculum and those not, and were aware of modality preferences, skill development could be enhanced. This information would also be valuable to parents who provide learning experiences at home.

In conclusion, the problem addressed by this practicum is that a child's learning experiences can be enhanced if their developmental strengths and weaknesses are addressed to determine their readiness for academics, and their modality preference is identified. Developmentally age-appropriate activities or academic skills can then be presented through the child's modality strength.

Problem Documentation

In order to provide documentation for the forementioned problem, cooperation of the elementary school assistant principal, and comments from the kindergarten teachers were solicited. An interview (See Appendix A) was held with the assistant principal who is responsible for curriculum development. She indicated that guidelines were provided by the state and federal government, as well as input from the local districts and individual schools based on their uniqueness, as to the curriculum which is to be followed by kindergarten

teachers. At this particular elementary school, subjects covered in kindergarten are the same as those covered in sixth grade, but at a different level. Developmental skills covered are those indicated in the Minimum Basic Skills Tests established by the county; however, many students at this school have mastered those skills upon entrance into kindergarten. The assistant principal indicated that 100 percent of time is spent on academics. She stated that this is not a play kindergarten or an arts and crafts kindergarten. At this school, teachers move through developmental skills quickly. The majority of youngsters entering kindergarten have had pre-school experiences which focus on developmental activities. She did feel, however, that there were youngsters who would benefit from additional activities to enhance their developmental growth. She indicated that there were a variety of materials available to teachers for instructional purposes, such as computers, close-circuit T.V., language masters, tape recorders, etc.

Recognizing that the teachers would ultimately be responsible for modifying curriculum based on the developmental needs, academic needs, and modality preferences of students, a needs survey (See Appendix B) was conducted to determine their level of interest in acquiring additional information in these areas. Questions were raised as to whether teachers were interested in obtaining information that would assist

them in recognizing developmental needs and modality preferences, and identifying activities or instructional methods that correlate with those needs. Of the five teachers completing the needs assessment, all identified the kindergarten program as being more academic than developmental in nature. Two indicated that they were unfamiliar with developmentally appropriate activities for five year olds, but all stated they would appreciate assistance in formulating developmentally age-appropriate activities for those students not ready for academic instruction. Of the five teachers, four indicated that they had little or no prior knowledge of modality-based instruction, but all recognized that there are students who continually experience difficulty acquiring a specific skill, despite the fact that they do not appear to have any learning problems. All five teachers expressed an interest in learning different methods of instructing a child (See Appendix C).

In order to assess parent interest in their child's participation in the program, as well as determine parent willingness to attend workshops throughout the year, a letter was sent home (See Appendix D). Responses to the letter represented the desire of parents to obtain additional services for their children.

In analyzing comments made by the assistant principal, kindergarten teachers and parents, it was easily recognized that there was a need and an interest

in providing developmentally-appropriate activities for those children not ready for academics, and familiarizing teachers and parents with materials and instructional techniques in developmental and academic areas that would address the unique learning style of each child.

Causative Analysis

Despite the availability of materials and the interest and desire of caring teachers to meet the unique needs of each child, this was often not possible. There were several causes for this problem. The state and local district mandated specific areas of instruction that needed to be covered in the kindergarten curriculum. As a result, teachers were limited in the time they had available to reinforce skills which might have been lacking in only several students.

Another reason that individual needs were often not met is that teachers lacked familiarity with the uses and interpretation of developmental screening tests and materials. Consequently, it was difficult to provide ongoing assessment of student needs. Based on observation, teachers generally recognized those children experiencing difficulty on certain tasks. However, teachers lacked familiarity with varied methods

of presenting materials. They were unfamiliar with modality preferences, and therefore tended to teach children through the modality which the teacher preferred. Despite continued attempts, this might not have been the mode through which the child received and retained information. As a result, frustration rather than learning occurred. Teachers needed to acquire this knowledge to enhance learning of both developmental and academic skills.

As indicated by professionals at this school, academics were a major part of the kindergarten curriculum. Many children were ready for an academic program because they had assimilated prerequisite skills in pre-school programs. Research suggests, however, that many children are not prepared for the rigors of academic instruction. Another reason that these childrens' individual needs were not being met is that teachers and parents lacked knowledge of developmental issues that would affect curriculum.

If these problems were addressed, teachers and parents would recognize the developmental and/or academic needs of each child, as well as his/her unique learning style. Those students experiencing developmental weaknesses would not only obtain academic instruction, which appeared to be part of the curriculum, but would also be provided with developmentally-appropriate activities. Those children

whose skills were developmentally age-appropriate would receive academic instruction through their preferred mode of learning. Kindergarten would be seen as a time to nurture the desire to learn because instruction would be provided at the time the child was ready for the particular experience, and presented through the method he learned best.

The Related Literature

A wealth of information exists regarding the intellectual and social development of the child. However, questions have to be raised as to whether practices in schools and homes reflect this knowledge.

Children progress through stages of development in a constant, sequential order, with individual differences noted in the age a child acquires a particular skill, within the framework of that particular stage. At each stage, there is a pattern of learning that occurs. As he passes through each stage of development, eventually possessing formal or abstract reasoning which is at the highest level, he acquires new knowledge based on prerequisite skills of the preceding stages. He adapts this new knowledge, and makes accommodations based on what he has learned. In order for the child to understand and acquire meaning from the information presented, he must have already assimilated

the prerequisite skills. If this has not occurred, mere rote memorization or immediate recall to a particular question will result. This cannot be considered true learning. Children who have not obtained prerequisite skills such as adequate visual discrimination or comprehension are seen in kindergarten classrooms doing worksheets and reading from flash cards. These children are willing to do these activities, often motivated by positive reinforcement, but are these tasks meeting the needs of the total child in the overall picture of his development? Arnold Gesell, a developmental psychologist, promoted the concept of readiness. He believed "children were not biologically ready for learning to read until they had attained a Mental Age (a test score in which children are credited with a certain number of months for each correct answer) of six and one-half years" (Elkind, 1981, p. 7). However, with the trend toward early academic achievement, with emphasis on early intervention and early intellectual stimulation, the idea of readiness has become outdated.

"Some kindergarten programs have attempted to present a watered-down version of the first grade experience. Others have resorted to the workbooks and worksheets of the upper grades to teach young children pre-reading and beginning reading skills in a highly structured manner" (Sullivan, 1978, p. 3).

Today the push back to basics is being seen across the country. "In such states as New York, Connecticut, and Illinois, administrators are advocating that children enter formal schooling at age four. The length of many kindergarten programs has been extended to a full day. And a number of writers, in books addressed to parents, advocate the teaching of reading and mathematics to infants and very young children" (Elkind, 1986, p. 632).

State mandates are establishing educational standards and curriculum policies that are often inappropriate. "Some specify skills to be mastered that are either far below or beyond children's developmental capabilities" (Seefeldt, Barbour, 1988, p. 5). As a result, the needs of children are often not met, and consequences often occur.

"Pressures for early reading can negatively affect a child's development in other areas" (Werner, Strother, 1987, p. 538). Children who perceive pressure to achieve certain standards may become cautious, afraid to make mistakes. These children often seek parental approval, and their feelings of self-worth are directly related to their ability to succeed. The child often "strives to be the star and reads for feedback and validation from adults more than for enjoyment or peer approval" (p. 539). "At an early age, children are sensitive to parental expectations, and although they

are too unaware of their emotions to verbalize them, they do, nevertheless, begin to either incorporate these parental expectations into their lifestyles or rebel against them" (p. 540). They tend to emphasize academics rather than playing, which is important to a child's emotional and cognitive development.

Elkind (1981) observed first-graders who were taught to read in kindergarten. He noted their ease and fluency when reading, but indicated when reading aloud they whispered. He interpreted this as a sign of fear and embarrassment (p. 35).

Researchers have noted short and long-term risks to early formal instruction. Formal instruction is seen to "put excessive demands on young children" (Elkind, 1986, p. 635). This often results in stress. "Pediatricians around the country report an increase in stress-related symptoms in young children" (p. 635). Long-term effects, such as lack of motivation and dependence, are often seen when adults determine what a child is to be taught rather than encouraging the self-directed learning process. Children will often compare their achievements with those of their friends. These comparisons are harmful when formulating relationships.

"There is really no evidence that early formal instruction has any lasting or permanent benefits for children. By contrast, the risks to the child's motivation, intellectual growth, and self-esteem could

well do serious damage to the child's emerging personality" (Elkind, 1986, p. 636).

The teacher must therefore consider these factors when formulating or modifying a developmentally age-appropriate curriculum. "Each child passes through each stage of development in the same order, but not necessarily at the same rate" (Cain, Evans, 1979, p. 116).

Children also display different learning styles. In addition to providing age-appropriate tasks, teachers must be cognizant of various learning styles if children are to reach their true potential.

Through observation, as well as tests such as the Swassing-Barbe Modality Index and Kirk's Illinois Test of Psycholinguistic Abilities, good teachers recognize that children learn differently. Some children work best alone with little distractions. Others work well in peer teaching, while other children need the teacher on their side. Children also rely on different senses or modes to learn--the visual, auditory, or kinesthetic channel. "Neither 'nature' nor 'nurture' fully accounts for the development of a modality strength. Most likely, a person's heredity, maturation, learning, and cultural upbringing are all contributing factors" (Barbe, Milone Jr., 1980, p. 45).

Due to lack of space, materials, and/or time limitations, teachers are often unable to present

information and instruct students using the modality which best meets the child's needs. Consequently, when teaching a lesson, there will often be significant variations in the behavior of children. Depending on the presentation, difficulties will, at times, be experienced in the way the child processes information. When kindergarten children are taught reading through a phonetic approach, visual and kinesthetic learners will find less ease in mastering skills than auditory learners. As a result, in addition to experiencing stress when addressing skills that are not developmentally age appropriate, the child will often experience frustration when being presented with a task through a mode of learning which is difficult for him. The kindergarten experience becomes one of anxiety and frustration rather than one in which the child is an active participant in the enjoyable process of learning.

Parents, teachers, and administrators cannot lose sight of the needs of the young child. Developmentally age-appropriate practices and activities that address the learning style of the child need to be formulated. Ongoing student assessment should be conducted to further determine needs of children and evaluate the child's attainment of specific skills. Realistic expectations must be established to promote social/emotional growth. In organizing the classroom, the teacher must be cognizant of the total child.

"Teachers who make decisions on the basis of child development knowledge will utilize the classroom space to meet students' physical, social-emotional and intellectual needs. The environment for young children will be designed for exploration and discovery, replete with an abundance of concrete and sensory learning materials" (Moyer, 1986, p. 325).

The child must be an active, rather than a passive, learner. "The content of the curriculum must be relevant, engaging and meaningful to the children themselves" (Bredekamp, 1988, p. 66). Materials should be provided that the child can manipulate and experiment with. "A well-designed kindergarten program capitalizes on the interest some children may show in learning academic skills. At the same time, it does not have that same expectation for all children; nor does it use up precious time to inculcate skills and knowledge for which children have no immediate use or real understanding" (Moyer, Egertson, Isenberg, 1987, p. 237).

Cassidy, Myers and Benion (1987) emphasize the importance of activities which in turn enhance specific skills. For example, "a kindergarten teacher may plan to bake peanut butter cookies with a small group of children and emphasize the importance of language acquisition, pro-social development and basic mathematical concepts" (p. 2).

At the University of Arkansas kindergarten program, a functional approach to reading is established in which children become active and involved in the learning process. To promote an interest in the written word and encourage skill development, name tags are worn, and used on coat cubbies and job charts. Circle time is a period in which language and reading skills, as well as concept development, are encouraged. Activity centers are established using pictures, words, and colors for identification. These activities provide a visual orientation for the developing child. "In the University kindergarten, large teacher-made nursery rhyme posters are used in reciting rhyme songs. As the instructor teaches the song, he/she points to the words (using a hand to underline or call attention to the words) and occasionally frames a word with his/her hands" (Sullivan, 1978, p. 6). This experience provides auditory stimulation as well as creating meaning in the written word. Music is encouraged in which song charts are made and children can associate the song with the written words. "Songs which lend themselves to this strategy are those which involve repetition, alliteration, short words, and noun pictures" (p. 8). Cooking is done in this classroom to provide additional learning experiences. "A cookbook is designed to utilize both pictures and words in conveying recipe

directions and ingredients needed for food preparation" (p. 9). Experience charts are often done to promote language, as well as child-made stories which are included in newsletters sent home to parents.

The Early Childhood Curriculum Task Force at the Education Service Center, Region VI in Huntsville, Texas (1984) has delineated the Early Childhood Essential Element areas that correlate and are pre-requisite to academic subjects, and are deemed important in the growth of a child. These areas include communication, cognition, social/emotional, motor, self-help, and creative expression. It is felt that "youngsters who have developed proficiency in these developmental areas should be adequately prepared for the elementary school program" (p. 10).

"The 'Early Childhood Essential Elements' was formulated to provide quick reference to essential elements, skills, and milestones that can assist the teacher in planning activities for pre-school children or elementary school-age children who have not developed pre-kindergarten competencies" (p. 8).

The School Board of Broward County, Florida attempts to meet the developmental needs of children by providing a pre-first program for those children who have mastered the kindergarten Minimum Basic Skills as mandated by the state, but are developmentally not ready for the structure and highly academic program in first grade.

The National Association for the Education of Young Children has developed a Position Statement on Developmentally Appropriate Practice in the Primary Grades, serving five through eight year olds. Curriculum goals should emphasize the child's "knowledge and skills in all developmental areas--physical, social, emotional, and intellectual--and help children learn how to learn--to establish a foundation for lifelong learning" (Bredekamp, 1988, p. 69). A variety of materials should be provided with instruction presented in learning centers or through projects. Children can work individually or in small groups, but are active participants in the learning process. Parents are seen as partners in the process of education. Evaluation is done through informal observation at regular intervals with progress reports sent to parents. "Children are not 'promoted' nor do they 'fail.' Because children progress through sequential curriculum at different paces, they are allowed to progress in all areas as they acquire competence. Retention is avoided because of its serious impact on children's self-esteem" (p. 78).

In order to provide a developmentally-appropriate curriculum, it is important to identify those developmental skills which the child has and has not obtained. Developmental screening tests, when used appropriately, can provide this information. The examiner must determine the purpose and appropriateness

of the instrument utilized. Meisels (1987) cautions the use of developmental tests that often have no established validity and reliability. He points to testing procedures in New York State and Michigan, in which a large number of tests were used for screening with a small percentage being appropriate in terms of the purpose for testing and the age group sampled.

The National Association for the Education of Young Children has developed a Position Statement on Standardized Testing for Young Children three through eight years of age. Standardized tests are viewed as having "an important role to play in ensuring that children's achievement or special needs are objectively and accurately assessed and that appropriate instructional services are planned and implemented for individual children" ("NAEYC Position Statement," 1988). Issues such as reliability, validity, multiple test scores, professional responsibility and training, and sensitivity of the examiner must be addressed. Several developmental tests are pinpointed as being valuable screening instruments. In response to Meisel's (1987) remarks regarding abuses of developmental screening and school readiness testing, the Gesell Institute cites studies (Ames and Ilg, 1964) which indicate the predictive value of the Gesell readiness assessment in predicting school success. Vacc, Vacc and Fogelman (1987) indicate that the Developmental Indicators for

the Assessment of Learning (DIAL) contains two subtests, Concepts and Fine-motor, which are good predictors of academic performance. Lehr, Ysseldyke, and Thurlow (1987) examine assessment practices used nationally by 54 model programs. The Denver Developmental Screening Test is found to be the most commonly used for screening. Recommendations are also made to use observations and information obtained from parents in assessing children.

At the University of Arkansas kindergarten program, formal and informal methods of assessment are used. Informal assessment procedures consist of teacher observations written in anecdotal form. The kindergarten student assessment is used to measure non-verbal and verbal skill attainment.

The Battelle Developmental Inventory Screening Test gives a quick evaluation of a child's general development, suggests areas of strengths and weaknesses, and identifies areas in need of in-depth evaluation. Test domains include: personal-social, adaptive, motor, communication, and cognitive. The screening test was devised to be used with children ages birth to eight years. It was nationally standardized on 800 children throughout the United States, and representative of the U.S. population in terms of age, sex, race, and geographic region.

Once a child's developmental strengths and weaknesses are identified, the unique learning style of each child must be recognized by the teacher to further address the needs of students. "Research has shown that approximately 30 percent of elementary school-age children have a visual modality strength, 25 percent have an auditory strength and 15 percent are kinesthetically oriented. The remaining 30 percent have mixed modality strength" (Barbe, Milone, 1980, p. 45).

Children develop modes of expression as a result of particular experiences during early stages of development. "The late pre-operational stage of development is considered a critical period for the integration of language with motor and imagery channels in learning" (Haley, 1982, p. 6). It is also a critical time when verbal abilities are developing. By the time they enter kindergarten, many children have often developed a modality preference when problem solving. This is reinforced by a stimulating home environment. Other children who have not benefited from early learning experiences at home and in pre-school settings "which would reinforce confidence in using the verbal mode of expressing knowledge" (p. 8) may be more likely to display a kinesthetic preference in problem solving. Consequently, children come to the kindergarten class with a variety of experiences. By identifying and instructing the child through his modality strength,

learning can be enhanced. However, before academic skills are introduced, it must be recognized that "visualization, memory, and visual and auditory sequencing are important cognitive areas that must be developed before children can learn how to learn" (Miller, Brocklin, 1986, p. 91). In this way, children learn how to process information so that it is meaningful and easily retained.

A model learning style classroom was established by Ann Cuccia (1986) in Yonkers, New York. Ms. Cuccia indicated that "teachers must be willing to experiment with new methods of teaching" (p. 81). A learning style inventory was administered to determine the strengths of each child, and their way of learning. When teaching a lesson, content would be explained to auditory learners, having them make up stories to promote discussion. Visual learners would see the words being explained or create visual images in their minds. Kinesthetic learners would become involved in concrete experiences as active participants. "Environmental, emotional, sociological, physical and psychological strands are the five stimuli to be considered for all students" (p. 82).

It is important that teachers recognize the point at which children fail to "grasp the content of the lesson. At this point, called the point of intervention, the teacher presents the material again,

not in the same mode, but this time in the mode that is strongest for a particular student" (Barbe, Swassing, 1979, p. 55). In order to get an indication of a child's learning style, the Swassing-Barbe Modality Index can be used as a screening device. Despite reservations indicated in reviews noted in Buros Ninth Mental Measurement Yearbook, this instrument as well as ongoing observation, can give a starting point in recognizing sensory channels of learning. Dr. Barbe sees the modality index as an attempt to enhance the examiner's understanding as to how a child perceives and retains information, as well as detecting individual differences. In further reviewing the research, critics of modality-based instruction have indicated that "although we would like to be able to report that research unequivocally supports modality-based instruction, no such unequivocal support exists" (p. 11). Modality-based instruction does not solve all classroom problems. Rather, it is "simply one effective approach for frustrated learners, one more practical tool for diagnosing learning problems" (Petreshene, 1982, p. 94). It appears reasonable that "if a child learns most efficiently by listening, is it not common sense to provide many auditory activities for that child? By way of contrast, does it make sense to try to teach that child number facts by flash cards rather than using tape recorded examples?" (Barbe, Swassing, 1979, p. 7).

Early childhood educators have emphasized the importance of both the child as an active rather than passive learner, and the discovery method of learning. "In order to foster a child's mental development, the child must be allowed to explore, to experiment, and to 'reinvent' ideas, even though such activities are often accompanied by a certain amount of mess, noise, and apparent confusion" (McClinton & Meier, 1978, p. 199).

The developmental stages of learning, the unique learning style, and the view of the child as the active constructor of knowledge, have implications on education and parenting skills. The teacher must create an atmosphere and organization within her classroom in which children actively manipulate meaningful materials, and in which a great deal of interaction between children and amongst adults exists. The teacher must become familiar with the learning that occurs at each developmental stage, so that important curriculum decisions can be made. Familiarity with a child's development would assist the teacher in determining what to teach, how to teach, and when to teach. Familiarity with each child's unique learning style will increase his acquisition and comprehension of specific skills, as well as creating an enriched understanding of children's behavior. By understanding at what stage particular skills develop, and participating in ongoing observation and assessment, parents and teachers can have an appreciation of a child's accomplishments and

limitations. They can develop an appropriate and stimulating environment to allow for the practicing of a particular skill. They can avoid requiring a child to learn a particular concept, which developmentally, he is not ready to learn. In so doing, failure, dislike of school, etc., can be avoided. By recognizing qualitative differences at each stage of development, learning, rather than frustration, can occur.

Many programs throughout the country have attempted to provide kindergarten children with developmentally-appropriate curriculums. The child's level of readiness is formally and/or informally assessed, and a variety of methods are utilized to present materials. Modality-based instruction is one technique used by teachers to address student needs and specific learning styles.

In reviewing the literature, it appears that a developmental curriculum and modality based instruction can have an impact on a child's kindergarten experiences.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

In order to enhance learning, a child would benefit from an environment that was rich in stimulation, as well as significant caretakers who were sensitive to the child's interests, needs, and behavioral changes. Each child is unique in his learning style. By recognizing the means by which a child obtains information, meaningful learning experiences are created. There appears to be critical or sensitive periods at which time this new knowledge is acquired. In order to create optimum learning, Piaget believes "certain aspects of development must receive practice at the time the organism is ready to perform them, or that particular ability will not develop" (Pulaski, 1971, p. 33). The major goal of this practicum was to increase a child's acquisition of developmental and/or academic skills by teaching him through his modality strength. By recognizing the method by which the child learned best, skills were developed. In order to assist teachers and parents in recognizing the unique developmental needs of each child, the second goal of this practicum was to provide teachers and parents with an understanding of developmental screening tests and developmental

strengths and weaknesses. The third goal was to provide teachers and parents with an understanding of modality preferences, and instruct them in methods of presenting materials through a particular child's strength. Once teachers developed an awareness and understanding of modality preferences, likelihood of presenting information through several modes of learning was increased. A fourth goal was to provide teachers with a model to integrate developmentally age-appropriate and/or academic learning activities into their regular instruction through specific modes of learning. A handbook of lesson plans was developed in which specific developmental and/or academic activities were presented through the visual, auditory, and kinesthetic channel.

Behavioral Expectations

In analyzing the literature, it was apparent that educators need to consider a child's total development--physical, social, emotional, intellectual--when making decisions related to the learning environment. However, little emphasis has been paid in recent years to teaching children through their modality strengths. The following specific objectives were chosen to provide parents and teachers with knowledge and assistance in recognizing developmental and academic needs of children, modality preferences, and methods of modifying curriculum to enhance a child's learning.

1. Fifteen out of eighteen students participating in instructional sessions will master a specific skill series taught with 80% accuracy as indicated by successful performance on a check-list of skills that comprise that unit of instruction. Evaluation will be done continually for each skill series.

2. Four out of five teachers participating in training sessions will demonstrate knowledge of developmental testing, developmental strengths and weaknesses, and age-appropriate activities that correlate with developmental and academic skills with 80% accuracy as evidenced on a quiz.

3. Four out of five teachers participating in training sessions will demonstrate knowledge of modality preferences and recognize activities that enhance learning through a specific modality as evidenced by 80% accuracy on a quiz.

4. Fifteen out of eighteen parents will complete, with their child, and return a monthly worksheet to acquaint them with developmental activities that can be taught through their child's unique style of learning.

5. Fifteen out of eighteen parents participating in workshops and returning monthly worksheets will develop an understanding of modalities and activities that enhance acquisition of specific skills. Understanding will be determined by qualitative analysis of parent comments on a questionnaire at the beginning and end of the school year.

Evaluation Instruments

In order to initially identify the children's developmental strengths and weaknesses, the Battelle Developmental Inventory Screening Test was used. The Battelle was readministered after six months of instructional sessions to determine retention of skills

taught. To continually assess student progress during instructional sessions, children were asked to informally perform, respond, or complete worksheets tapping specific skills and requiring 80% accuracy to indicate mastery. A checklist was established identifying those developmental activities addressed within the following domains: motor, communication, and cognitive. These worksheets and developmental activities were organized as an integral part of the Modality-Based Developmental Curriculum Guide. Identification of modality strength was done using the Swassing-Barbe Modality Index. The Slosson Intelligence Test was used to screen ability.

Objective two was measured by a written quiz in which teachers were given a case study of a child administered the Battelle Developmental Inventory Screening Test. Questions requiring teachers to identify specific strengths and weaknesses, and determine activities that would be most appropriate to provide that child in a kindergarten classroom were asked (See Appendix K).

In order to determine if teachers were able to recognize modality preference as illustrated by recognition of their own modality strength, as well as determining activities that could be presented through different modalities, a short answer test was given requiring the teacher to determine the most appropriate

technique of presenting material to a child. The test was untimed, and served as a learning tool (See Appendix L).

Mechanism for Recording Unexpected Events

In order to address unexpected issues and concerns that arose during the duration of the practicum, the writer kept a log of each session (See Appendix O). The log contained a record of time spent testing or in instructional sessions, the skill taught, the modality used, difficulties experienced, and recommendations for follow-up activities. The log indicated any concerns or requests expressed by the classroom teacher, and actions taken by this writer.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

In order to provide developmentally age-appropriate activities to those kindergarten children experiencing developmental weaknesses, and teach all children through their modality strength, teachers must become familiar with the developmental stages of children. They must become familiar with learning styles, and the ways in which their modality preference influences their teaching style and methods of discipline. Ideally, as pointed out by Moyer (1986) students' physical, social-emotional, and intellectual needs will be met by a teacher who makes decisions based on knowledge of child development. The classroom will be organized with the child in mind, seeing the child as an active participant in the learning process. Parents who are familiar with stages of development will have realistic expectations for their children. Learning will be based on self-motivation rather than the needs to please a significant adult. Teachers, however, are often not trained in identifying those skills that are prerequisite to academics. They are unfamiliar with tests that identify the developmental strengths and weaknesses of children. They are unsure of those characteristics that are

observable and suggest developmental delays. The National Association for the Education of Young Children, in their Position Paper on Standardized Testing with children ages three through eight, indicates that standardized tests are viewed as having "an important role to play in ensuring that children's achievement or special needs are objectively and accurately assessed and that appropriate instructional services are planned and implemented for individual children" ("NAEYC Position Statement," 1988). In order to acquaint teachers with the uses of developmental tests, an in-service training session could be organized in which case studies are presented and teachers are asked to analyze test data. Once a child's developmental weaknesses are identified, it is important that the teacher develop an appropriate curriculum. Many kindergarten teachers however, are unfamiliar with those skills important in the developing child. One possible solution to the lack of teacher training in this area is to provide in-service programs giving information regarding stages of development, and developmentally age-appropriate curriculum. Another possible solution to help teachers gear their instruction and recognize the developmental needs of the individual child is to provide them with a curriculum guide that will establish a hierarchy of developmental skills in such areas as fine-motor coordination, visual

and auditory preception, cognition, etc. In this way, teachers could identify, modify, and supplement those skills which create difficulties for particular children. The Early Childhood Curriculum Task Force in Huntsville, Texas, recognized the need to establish a guide, referred to as the "Early Childhood Essential Elements," as a method of providing "a quick reference to essential elements, skills, and milestones that can assist the teacher in planning activities for elementary school children who have not developed pre-kindergarten competencies" (Texas Education Agency, 1984, p. 10).

Teachers often find students who developmentally demonstrate age-appropriate skills. These children appear mature and ready to be exposed to academic material. Often, however, the teacher will go over and over the skill, and the child will still be unable to understand or retain the information despite the fact that he does not appear to have any learning problem. It is important that the teacher become familiar with a variety of methods of presenting the same information. Teachers need to recognize that children learn through different modes of instruction. By becoming familiar with modality-based instruction, teachers can learn to introduce developmental and academic materials through the child's modality strength. Teachers, however, are generally unfamiliar with modality-based instruction and are unaware of how their modality preference influences

the operation of their classroom. One possible solution to assist teachers in recognizing their own mode of learning is to administer to kindergarten teachers a modality screening such as the Swassing-Barbe Modality Index. This instrument could also be administered to their students to identify those children who are auditory, visual, and kinesthetic learners. Once this information is obtained, the question has to be raised as to whether teachers are aware of the use of this information in instructing students. One possible solution to provide teachers with this knowledge is to give suggestions for activities that could be incorporated into the curriculum to reinforce skills presented through different modalities. Another solution would be to provide students with direct instruction in developmental and/or academic areas through their modality strength.

Teachers must work cooperatively with parents to enhance a child's learning. It is, therefore, important that not only teachers, but parents, obtain knowledge regarding the child's growth and development. Parents often convey unrealistic expectations to their children. One possible solution to this problem is to conduct parent workshops to review their child's developmental and academic strengths and weaknesses, age-appropriate materials and expectations, and modality preferences.

Another possible solution is to establish monthly newsletters providing parents with information on these subjects.

Description of Selected Solution

Due to school board mandates related to curriculum, and parent pressure to incorporate academics into the kindergarten program, teachers were unable to set aside time to identify and address the developmental needs of certain children. They were not thoroughly familiar with developmentally age-appropriate curriculum and materials or modality-based instruction. As a result, children followed a basic curriculum with modifications in the pace of instruction exemplified by their participation in either the red, blue, or white group. As a result, many children who were developmentally not ready for specific academic instruction were often placed in a frustrating situation. This problem was further compounded by parents who lacked familiarity with stages of development and had unrealistic expectations for their children. Other children, who were ready for academics, were taught through one mode of instruction, often the teachers' modality preference. As a result, many children who did not have learning problems experienced difficulty perceiving and retaining information.

The solution this writer developed attempted to address the needs of the child, teacher and parent. Approximately 18 children were identified to establish instructional groupings. Upon entering kindergarten, the guidance counselor administered to all students the Cooperative Pre-School Inventory published by Addison-Wesley. Those students identified by the counselor as experiencing some difficulty on this test were screened by this writer. Other students, whose parents agreed to participation in the program, were screened as children returned permission slips. In order to identify the developmental strengths and weaknesses of these children, the Battelle Developmental Inventory Screening Test was used. The Swassing-Barbe Modality Index was administered to identify modality preferences. To determine the range of ability of those students participating in the program, the Slosson Intelligence Test was administered. Three groups were established with approximately five children in each group, based on the child's modality preference. An informal academic inventory was administered to these 18 students to assess pre-reading and/or reading ability. Skills which address developmental weaknesses or academic needs were presented to the three groups through either the visual, auditory, or kinesthetic channel to enhance learning. The children were instructed on a biweekly basis.

Continuous assessment of student progress was conducted through activities, worksheets, and/or informal observation.

In order to acquaint teachers with modality-based instruction, they were initially administered the Swassing-Barbe Modality Index to determine their modality preference. An in-service training session was organized to introduce the program being implemented in the kindergarten, discuss goals and objectives, and acquaint teachers with developmental and modality tests and materials. Training sessions throughout the year were designed to discuss student progress, acquaint teachers with developmentally appropriate materials, and discuss classroom applications. A handbook of lesson plans was established in which specific developmental and/or academic skills were taught through different modes of learning.

In order to familiarize parents with the program in which their children were participating, issues related to child growth and development, and modality preference, two parent meetings were organized during the year. A report was sent home indicating their child's strengths and weaknesses as determined by developmental and modality testing, and specific goals of instruction. A monthly newsletter was sent to parents indicating happenings of the program, activities, and suggestions.

By providing instruction to teachers and students, familiarizing parents with developmental and academic needs of children, and establishing a handbook of developmental and/or academic activities taught through the auditory, visual, and kinesthetic modes of learning, teachers were able to instruct students based on their individual needs utilizing the method by which the child learned best. Parents developed realistic expectations, and promoted a desire to learn for the joy of learning. By recognizing the needs and unique learning style of each child, and providing instruction through their modality strength, learning was enhanced.

Report of Action to be Taken

During an initial meeting with the four kindergarten teachers, the Swassing-Barbe Modality Index was administered to determine their modality preference (See Appendix E).

During the next two months, this writer conducted biweekly testing sessions with students to assess developmental and/or academic strengths and weaknesses (See Appendix E), modality preference, and ability levels. Testing was continued until 18 students were identified based on developmental and/or academic needs and modality preference. Of all students tested, priority was given to those children experiencing the

most difficulty in developmental areas. Upon completion of testing, parent reports were sent home with test results (See Appendix G). A parent workshop was organized for those parents whose children were participating in the program (See Appendix H). The purpose of the program, child growth and development, and modality preferences were discussed. A survey was administered to determine if parents were familiar with their child's unique style of learning (See Appendix I). A teacher in-service meeting was held with the kindergarten teachers to discuss the program to be implemented, developmental and intellectual screening instruments, developmental age-appropriate learning materials, modality preferences, and modality-based instruction (See Appendix J).

During the next six months, three groups of approximately 18 children were instructed twice a week for 30 minutes per group. Groups were formulated based on the children's modality strength to improve developmental skills or enhance academic growth. Student progress was assessed on a continuous basis. A handbook of developmental and/or academic skills was used to teach students through the three modes of learning--auditory, visual, and kinesthetic (See Appendix M). Monthly newsletters were sent home to parents keeping them abreast of the activities in which

their children were participants (See Appendix N). An ongoing log was kept indicating difficulties experienced, recommendations for follow-up activities, and teacher concerns or requests (See Appendix O). Teacher conferences were held on an ongoing basis to review student progress. After three months of instruction, a meeting was held with teachers to discuss classroom applications of developmentally appropriate materials and teaching academics through modality-based instruction. A parent meeting was organized to enhance parent knowledge of childrens' unique learning styles. Dr. Walter Barbe, editor-in-chief of Highlights for Children, was the keynote speaker at these meetings (See Appendices P - S).

Upon completion of instructional sessions with students, the next month was focused on readministering the Battelle Developmental Inventory Screening Test to the children participating in the program to assess progress made. Parent notifications were sent home reviewing student progress, and providing activities for enrichment at home (See Appendix T). A parent survey was sent home to get feedback regarding the program (See Appendix U). A teacher in-service was conducted to review results of the program, and discuss future applications (See Appendix V). A survey was given to teachers to determine the value of sessions with students, their understanding of developmental issues,

and interest in using the modality guides in strengthening developmental skills or teaching academics (See Appendix W). Questions were raised as to whether changing methods of instruction changes the efficiency of learning.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

The purpose of this practicum was to enhance children's learning experiences by addressing their developmental strengths and weaknesses, and determining their modality preferences. Thirty-four students were initially evaluated. Of the 34 students, 13 were found to be visual learners, 16 auditory learners, and 5 kinesthetic learners. These findings were contradictory to research which suggests that "kindergartners are essentially factual and/or kinesthetic in style. With time, youngsters preferences envolve from psychomotor (learning through touching and experiencing) to visual and then to auditory, as the learner matures" (Dunn, 1988, p. 305). In this practicum, an attempt was made to establish an equal grouping amongst process areas. Students with average or above average ability experiencing developmental difficulties were chosen to particiate in the program.

Objective One, which addressed the student's acquisition of specific developmentally appropriate skills, was assessed on a continuous basis throughout the six month instructional period through both informal questions and answers, as well as performance on a checklist of skills which were an integral part of the

Modality-Based Developmental Curriculum Guide (See Appendix M). A minimum of 15 of the 18 students successfully completed these tasks. Objective One was further assessed by comparing results of the Battelle Developmental Inventory Screening Test before and after the six month instructional period. Emphasis in instruction was placed on the development of motoric skills and cognition. Skills within the cognitive area included directionality, comprehension, conceptualization of number concepts, etc. Students displayed growth in these areas. The area of communication, i.e. receptive and expressive language was not stressed. A large percentage of students were not successful in developing skills in this area. Several students passed these areas in September, but failed on the same subtests in June. Scores are normed on the child's chronological age. The acquisition of skills obtained by these students was not commensurate with their increase in age. Table I summarizes students results on the Battelle Developmental Inventory Screening Test comparing 9/88 and 6/89 scores within seven areas of development.

Table 1. Class Results on the Battelle Developmental Inventory Screening Test

P = pass
F = fail

Student	Gross Motor		Fine Motor		Motor		Receptive		Expressive		Communication		Cognitive	
	9/88	6/89	9/88	6/89	9/88	6/89	9/88	6/89	9/88	6/89	9/88	6/89	9/88	6/89
Student 1	F	P	F	P	F	P	P	P	F	F	P	P	F	P
Student 2	F	P	F	P	F	P	P	P	P	P	P	P	F	P
Student 3	F	P	F	P	F	P	F	P	F	P	F	P	F	P
Student 4	P	P	F	P	P	P	F	P	F	P	F	P	P	P
Student 5	P	P	P	P	P	P	F	F	F	F	F	F	F	F
Student 6	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Student 7	P	P	P	P	P	P	F	F	F	P	F	P	P	P
Student 8	F	P	F	P	F	P	F	P	P	F	P	F	F	F
Student 9	P	P	F	P	F	P	F	P	P	P	P	P	F	P
Student 10	P	P	F	P	F	P	P	P	P	P	P	P	F	P
Student 11	P	P	P	P	P	P	F	F	F	F	F	F	P	P
Student 12	F	P	F	P	F	P	P	F	P	F	P	F	F	P
Student 13	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Student 14	P	P	F	P	F	P	P	P	P	P	P	P	P	P
Student 15	P	P	F	F	F	F	F	F	F	F	F	F	F	F
Student 16	P	P	P	P	P	P	F	P	F	P	F	P	F	P
Student 17	P	P	F	P	F	P	P	F	F	P	P	P	P	P
Student 18	P	P	P	P	P	P	F	P	F	F	F	F	F	P
TOTAL STUDENTS PASSING SUBTEST	13/18	18/18	7/18	17/18	8/18	17/18	8/18	12/18	8/18	11/18	10/18	12/18	7/18	15/18

Table 2 summarizes student results as measured by the Battelle Developmental Inventory Screening Test in 6/89 within process groupings.

Table 2. Results of Battelle Developmental Inventory Screening Test.

Visual Learners Battelle Development Inventory Screening Test	Number of Students Passed	 Failed
1. Gross Motor	7	0
2. Fine Motor	6	1
3. Motor	6	1
4. Receptive	5	2
5. Expressive	4	3
6. Communication	4	3
7. Cognitive	5	2

Table 2 Continued

Auditory Learners Battelle Developmental Inventory Screening Test	Number of Students Passed	Failed
1. Gross Motor	7	0
2. Fine Motor	7	0
3. Motor	7	0
4. Receptive	5	2
5. Expressive	5	2
6. Communication	6	1
7. Cognitive	7	0

Kinesthetic Learners Battelle Development Inventory Screening Test	Number of Students Passed	Failed
1. Gross Motor	7	0
2. Fine Motor	7	0
3. Motor	7	0
4. Receptive	2	2
5. Expressive	2	2
6. Communication	2	2
7. Cognitive	3	1

To further evaluate student progress, an interview was held with the kindergarten teachers to discuss their observations. They indicated that students were better able to stay on task, displayed improved listening skills, and improved fine-motor coordination. These students exhibited greater confidence in their abilities, and greater participation was demonstrated in group activities. They no longer required excessive praise and encouragement, and assistance given on tasks was comparable to other students in the class. The improvement noted in these children was contributed to the support and instruction they received in a small group setting, parent support, and maturation.

Objective Two, identifying teachers knowledge of developmental testing, developmental strengths and weaknesses, and age-appropriate activities, was measured by scores on a quiz at the end of the first in-service training session. Questions tapping familiarity of information presented can be found in Appendix K. Scores of at least 80 percent accuracy were met by all teachers participating in the workshop. Table 3 summarizes the results of the quiz.

Table 3. Development Quiz Teacher Results

Question #	% of Teachers Responding Accurately
1	100%
2	80%
3	80%
4	100%

Objective Three, identifying the teacher's ability to demonstrate knowledge of modality preferences and recognize activities that enhance learning through a specific modality, was evidenced by at least 80% accuracy on a quiz given at the end of an in-service training session (See Appendix L). Teachers demonstrated understanding of the three learning styles, and recognized how they manifested their own learning style in their classrooms. Teachers were able to identify methods used to teach students and how those methods might be adjusted depending on the method in which a child learns best. They all recognized that changing the method of instruction could change a child's efficiency in learning. Results of the modality quiz are summarized in Table 4.

Table 4. Modality Quiz Teacher Results

Question #	% of Teachers Responding Accurately
1	100%
2	80%
3	100%
4	100%
5	100%
6	100%
7	100%
8	100%
9	80%
10	100%

Objectives Four and Five, which attempted to familiarize parents with developmental activities and provide them with an understanding of modalities and activities that enhance specific skills, was partially met. Understanding of this information was acknowledged during an initial parent meeting which 15 of 18 parents did attend. Parents expressed interest in the program, and rated their children according to which modality they felt they learned best. However, parents did not follow-up, and approximately ten out of eighteen parents returned the worksheets sent home. These parents worked with their children in completing the activities. Qualitative responses, of those parents who participated throughout the year and who returned the end-of-the-year parent survey (See Appendix U), indicated that they felt their children did obtain tremendous benefits from the program. They further indicated that when working with their child at home, they were more aware of the way they presented information, and often found that they modified their method because they realized it better suited their child. These parents have developed a better awareness of their child's learning style. Many indicated that they would like to see this program incorporated into the first grade curriculum.

Conclusions

Based on results of this practicum, modality-based instruction can have a positive impact on a child's learning. Student scores improved in the developmental areas accentuated during instructional sessions. Scores did not improve significantly in communication, which was not emphasized. It must be noted however, that maturation plays a part in the acquisition of developmental skills. "Behavioral change is attributed to maturation if it is due to changes that occur in the normal process of the organism's physiological growth and development" (Gage and Berliner, 1984, p. 253). Children often acquire skills not through learning, but rather due to maturation. "When a person is maturationally ready, skills can be learned at any age" (Hurlock, 1972, p. 138). In this practicum, maturation and learning were not differentiated. Students participating in this program also received regular instruction in the regular classroom. It is therfore difficult to assess the benefit they attained from these supplementary services as apart from the skills acquired in the regular program. Additionally, it must be acknowledged that students might have benefitted from small group instruction no matter what methodology was used. A control and experimental group could have been utilized to measure the effect of

maturation and to minimize the effect of the other independent variables; however, an experimental approach was not utilized. This writer felt the need to include all students in the program who would benefit from instruction. "It is impossible to split students and teachers randomly into experimental and control groups and withhold a potentially beneficial treatment for one group" (Glickman, 1985, p. 242). Results of this program emphasize the educational significance, "the overall benefits of using a particular treatment program" (p. 243), rather than the statistical significance.

By providing students with an opportunity to learn and practice, giving them guidance, and promoting motivation, skills were developed. It is important to recognize that "visual and auditory information are processed differently. The visual system has the capacity for processing large amounts of information simultaneously. Auditory information arrives in a stream, and considerable amounts have to arrive and be held in short-term memory before the information can be processed. Auditory information can be processed more rapidly than the rate presented by ordinary speech" (Travers, 1971, p. 343). Teachers must be aware of the way in which students process information. "The mode students use influence their classroom behavior and achievement" (Barbe and Milone, 1980, p. 46).

In working with students, this writer found it extremely difficult presenting material through one modality. Methods of instruction generally combined two or three modalities, and this writer constantly had to focus on the learning style of the group being taught. Presentations were often similar, but the activity the child performed reflected his modality strength.

Teachers appeared to benefit a great deal from information supplied in this practicum. Qualitative analysis of responses on the post-test (See Appendices K and L) as well as the Teacher Survey at the end of the sessions (See Appendix W) suggest that teachers are more cognizant that students need to be given skills at their level so that they can achieve without frustration, and develop confidence. However, they indicated that due to time constraints they often do not have time to present a variety of materials. This is a legitimate concern. Recognizing the importance, these teachers indicated that they would utilize volunteers to present developmentally appropriate activities to those children needing supplementary services through their modality strengths. This could be done through the curriculum guide provided. By being more familiar with modalities, they were able to recognize difficulties other students were having in their classroom, and indicated that they now used several different methods in presenting material. Teachers in this kindergarten

have not utilized a center approach to learning. They indicated an interest in centers such as a listening center, fine-motor center, art center, and language experience center to reinforce skills taught. At the end of the practicum period, additional information was provided to teachers including: how modality-based instruction affects acquisition of basic skills; a bibliography of materials to increase language skills, perceptual skills, letter recognition, fine-motor coordination, listening skills; a list of books to aid in modality instruction; a list of computer software emphasizing developmental skills; and a list of publications on developmental kindergartens (See Appendix V). By providing teachers with in-service workshops to increase their knowledge of developmentally appropriate curriculum and modality-based instruction, consulting with them throughout the year, and by having a final session in which suggestions were given and materials were shared, it became obvious that teacher objectives were clearly met.

Through parent workshops and monthly newsletters, an attempt was made to involve parents in their child's program. However, participation was not consistent. Throughout the year, many parents would informally provide input and feedback regarding their child's progress as well as their concerns. These concerns were shared with teachers and incorporated in the program.

This writer would have liked to seen greater parental involvement.

Research on the benefits of modality-based instruction has been conflicting. A meta-analysis conducted by Kavale and Forness (1987, p. 228) indicated that "no benefits accrued to subjects taught by methods matched to their modality preferences." The authors concluded that "although the presumption of matching instructional strategies ot individual modality preferences to enhance learning efficiency has great intuitive appeal, little empirical support for this proposition was found from the quantitative synthesis of the extant research, neither modality testing nor modality teaching were shown to be efficacious" (p. 237). Rita Dunn (1988, p. 304) suggests that problems related to the acceptance of modality instruction is related to "poor research designs, misinterpretations of data, and faulty conclusions." She indicates the need for future research, but suggests that teachers should provide students with a mixture of modalities, and check those children having difficulty learning. Instruction emphasizing a child's modality preference should be provided whenever possible. In general, this practicum appeared to result in positive gains amongst individual students, and increased awareness and interest in developmentally appropriate curriculum and modality-based instruction amongst

teachers and parents. Findings were based on comparison of test scores. However, this practicum did not attempt to control variables such as maturation, and the impact of learning in the regular classroom or in a small group setting. This writer agrees with comments made by Rita Dunn. Modality-based instruction should be viewed as another approach to teaching that may be successful with students who experience difficulty acquiring skills through traditional methods of instruction.

Recommendations

The writer has several recommendations regarding the implementation of this practicum. If modality-based instruction were to be utilized in the kindergarten curriculum, testing might be conducted prior to students entering school. Due to the number of students requesting testing, and the desire to establish homogeneous groups based on ability range, modality preference, amd developmental needs, two and one half months were needed for testing. This is time which could be used for instructional purposes if testing were completed prior to school. Instructional sessions consisted of thirty minute time blocks with each process group. This was not an adequate amount of time to complete the activities and tasks desired. Additional time should be allocated. Parent participation was identified as a problem throughout this practicum.

The majority of parents attended the initial testing session; however participation lessened throughout the year. Sessions might be established in which parents come to school and work directly with their child under teacher supervision once per month. To increase their involvement, parents might be notified by phone to discuss their child's progress and any concerns they have.

Teachers appeared to be highly invested in modality-based instruction and the results of this practicum. In working with the students, teachers generally teach through their dominant learning style. However, if teachers recognize that a child is unable to acquire a certain skill, they should be aware of, and attempt, different methods to present that information. Recognizing their time limitations, parent volunteers might be used to assist students experiencing developmental difficulties, and/or academic problems within the regular classroom. The teacher will need to identify the style in which the child learns best by either observing specific behaviors discussed throughout this practicum or administering the Swassing-Barbe Modality Index. The Modality-Based Developmental Curriculum Guide should then be used by identifying the specific skill the child is having difficulty with, and following the procedures for developing the skill. The teacher might develop follw-up activities that can be

done at home. By utilizing this guide, and being aware of different styles of learning, the teacher will be more attuned to specific children's needs, and ultimately, enhance their learning.

Dissemination

Information regarding modality-based instruction has been shared within this school, and beyond this public school setting. Teachers and parents of students in all grade levels, as well as professionals within the community participated in the workshop in which Dr. Walter Barbe was the keynote speaker. An announcement regarding this workshop was placed in the neighbor's section of the local newspaper to promote awareness of this event (See Appendix S). A video-tape was made of this presentation which is housed in the school library, and can be seen by parents who were unable to attend. Results of the practicum were shared with many teachers in the upper grades who teach compensatory education to students experiencing difficulty in reading and math. By sharing information regarding modalities, teachers can become more sensitive to different learning styles, and adjust their teaching accordingly. The Modality-Based Developmental Curriculum Guide was given to all kindergarten teachers in order that they continue implementing the program. Information regarding modality-based instruction and developmental curriculum

was shared with a pre-school director whose students attend this public school at age five. Consideration is being given to providing neighborhood pre-schools with the curriculum guide to supplement existing curriculum.

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Milliken Publishing Company, St. Louis, Missouri 63132

Western Education Publications/Weekly Reader, 245 Long Hill Road, Middletown, Connecticut 06457

Zaner-Bloser, 2300 West Fifth Avenue, P.O. Box 16764, Columbus, Ohio 43216-6764

APPENDIX A

INTERVIEW WITH ASSISTANT PRINCIPAL

Name: _____

Position: _____

INSTRUCTIONS: Please respond to the following questions.

1. Does the School Board in this county dictate the curriculum which is to be followed by kindergarten teachers?

2. If yes, what does the curriculum consist of?

3. Are developmental activities part of the kindergarten program?

4. If yes, is there a hierarchy of developmental skills covered or are the activities developed informally by the teacher?

5. What academic skills are covered in the kindergarten program?

6. What specific series or materials are used?

7. What special equipment is available in the school, i.e. computers, language master, overhead projector, etc.?

8. Are there factors which cause teachers to gear the program more toward academics than a developmental curriculum?

9. What methods are teachers encouraged to use when teaching?

10. To your knowledge, are teachers familiar with modality-based instruction?

11. What percentage of students do you think have had pre-school education?

12. Are there any programs in this county designed for students who are developmentally not ready for first grade?

13. Do you feel kindergarten children would benefit from additional activities to enhance their developmental growth?

APPENDIX B

NEEDS ASSESSMENT FOR TEACHERS

Needs Assessment Teacher Survey

	Yes	No
1. Is your program more academic than developmental in nature?	_____	_____
2. Are you familiar with activities that are developmentally appropriate for five year olds?	_____	_____
3. Would you appreciate assistance in formulating developmentally age-appropriate activities?	_____	_____
4. Would you appreciate assistance in identifying materials that enhance developmental skills?	_____	_____
5. Are you familiar with modality-based instruction?	_____	_____
6. Do you find students who continually experience difficulty acquiring a specific skill, but do not appear to have any learning problems?	_____	_____
7. Would you be interested in learning different methods of instructing a child?	_____	_____
8. Do any of these factors impede your ability to teach students?		
a. School Board policy related to curriculum	_____	_____
b. Availability of materials	_____	_____
c. Size of rooms-space available	_____	_____
d. Time constraints	_____	_____
e. Parental pressure for academics	_____	_____
f. Administrative pressure	_____	_____
g. Lack of parent support	_____	_____

APPENDIX C

RESULTS OF TEACHER NEEDS ASSESSMENT

Needs Assessment Teacher Survey Results

(# of teachers responding/total # of teachers)

		Yes	No
1.	Is your program more academic than developmental in nature?	5/5	0/5
2.	Are you familiar with activities that are developmentally appropriate for five year olds?	3/5	2/5
3.	Would you appreciate assistance in formulating developmentally age-appropriate activities?	5/5	0/5
4.	Would you appreciate assistance in identifying materials that enhance developmental skills?	5/5	0/5
5.	Are you familiar with modality-based instruction?	1/5	4/5
6.	Do you find students who continually experience difficulty acquiring a specific skill, but do not appear to have any learning problems?	5/5	0/5
7.	Would you be interested in learning different methods of instructing a child?	5/5	0/5
8.	Do any of these factors impede your ability to teach students?		
	a. School Board policy related to curriculum	3/5	2/5
	b. Availability of materials	2/5	3/5
	c. Size of rooms-space available	5/5	0/5
	d. Time constraints	4/5	1/5
	e. Parental pressure for academics	5/5	0/5
	f. Administrative pressure	2/5	3/5
	g. Lack of parent support	0/5	5/5

APPENDIX D

PARENT PERMISSION FOR PARTICIPATION

Dear Parents:

In order to enhance your child's learning and attempt to individualize his/her learning experience, we are fortunate to offer a special program to approximately 20 kindergarten students. The purpose of the program is to identify your child's developmental strengths, weaknesses, abilities, and learning style through individualized testing. Results of testing will be shared with you. Your child will then have an opportunity to work for 30 minutes in a small group two days per week to develop those skills important for five year olds. As part of the program, you will be asked to attend two workshops during the year to become familiar with developmental stages and testing, modalities of learning, and age-appropriate activities for school and home.

These services will be provided by _____, a doctoral candidate and School Psychologist.

If you are interested in having your child participate in this program, please check the box below and return this form by _____.

Sincerely,

_____

- -

I am interested in my child participating in this program and will attend parent workshops.

Child's name: _____

Teacher's name: _____

Date: _____

Parent's signature: _____

APPENDIX E

TEACHER MODALITY PREFERENCE

Prior to Testing

(Q) Through what modality do you think you learn and retain information best?

Teacher 1	Kinesthetic
Teacher 2	Kinesthetic
Teacher 3	Hearing
Teacher 4	Auditory
Teacher 5	Visual

Results of the Swassing-Barbe Modality Index

Teacher 1	Visual
Teacher 2	Visual
Teacher 3	Auditory
Teacher 4	Kinesthetic
Teacher 5	Auditory

INFORMAL ACADEMIC INVENTORY

TEACHER DIRECTIONS: Read the following instructions and have the children respond on their worksheets.

Write your name.

Circle E.

Write letter D.

Write letter M.

What letter makes the sound P.

Write the alphabet.

Circle the letter on the right.

Circle the letter on top of the boy.

Circle the letter below the boy.

Connect the dots. Start with 1, then 2, then 3, and keep going.

Count from 1 to 10. Write the numbers.

Circle the one that is different.

Circle the numbers that are the same.

Circle the letter than is different.

Circle the letter R.

Write a capital L.

Write a lower case b.

Write a capital E.

Write a lower case e.

Circle the capital or upper-case G.

Circle the lower-case m.

Circle the letter that the word STOP starts with.

Draw the part of the person that is missing.

Circle the group that has more circles.

Circle the group that has less circles.

_____

B R E S

_____

_____

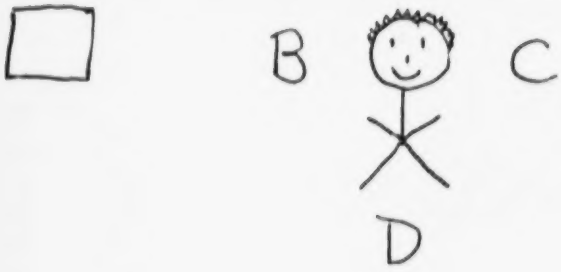
_____

_____

_____

_____

P M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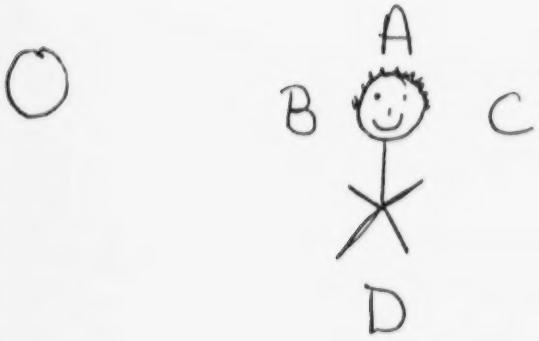
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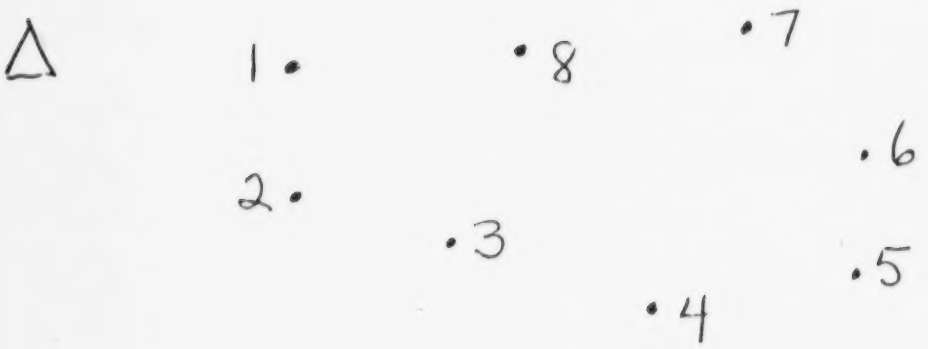
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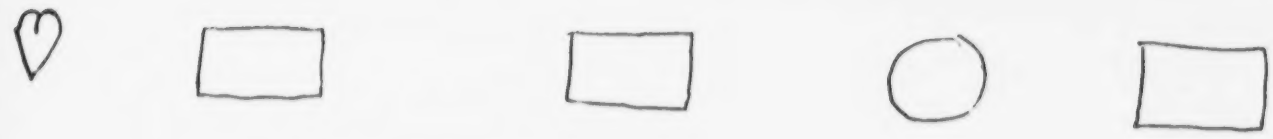

□ 2 4 6 2

○ A A B

△ W D R E

□ _____

○ _____

△ _____

♡ _____

O G g E e

W w m M

T S M P

APPENDIX G

PARENT REPORT REGARDING TEST RESULTS

Confidential Parent Report

Name of Student: _____

Teacher: _____

Birth Date: _____ Chronological Age: _____

Test Date: _____

Screening Test Results:

a. Battelle Developmental Test:

_____

_____

_____

_____

_____

_____

b. Slosson Intelligence Test Range:

_____

_____

_____

c. Swassing-Barbe Modality Index:

Modality Preference: _____

_____

_____

_____

_____

_____

Confidential Parent Report

d. Other:

_____

_____

_____

_____

_____

_____

It should be noted that tests administered were used as screening measures for the purpose of identifying those students who meet specific criteria for intervention. Results will vary based on the test utilized.

Recommendations:

Due to time constraints, _____ kindergarten children will participate in a specialized instructional and/or testing program. The following recommendation is therefore made:

1. Your child will be part of the _____ group receiving specialized instruction 2x/week.

2. Your child will be part of the regular school program and will not receive further services at this time.

Dear Parents:

If you have questions regarding your child's testing, an informal question and answer session will be held Monday, November 21 at 7:30 P.M. in the school library.

If you would be interested in attending this meeting, please fill out the bottom form and return it to your child's teacher.

Sincerely,

_____

- -

_____ I am interested in attending the question and answer session on Monday, November 21.

_____ I am not interested or cannot attend on Monday, November 21.

Signature: _____

Child's Name: _____

Child's Teacher: _____

APPENDIX H

PARENT WORKSHOP #1

Dear Parents:

A meeting will be held on Thursday, November 17 at 7:30 P.M. in the school library to discuss your child's participation in the developmental program. Results of testing as well as issues related to developmentally appropriate curriculum will be discussed.

To enhance your child's participation in this program, it is important that you attend this meeting.

Sincerely,

_____

Program Coordinator

Parent Workshop #1 Outline

A. Developmental differences in children

1. Walking
2. Talking
3. Toilet training
4. Educational experiences and learning
   a. Eye-hand coordination
   b. Gross motor coordination
   c. Auditory skills
   d. Speech and language patterns
   e. Social/emotional development

B. Developmental testing

1. Skills tapped on the Battelle Developmental Screening Inventory
2. Importance of strengths and weaknesses in terms of readiness for academics

C. Developmental curriculum

1. Importance of strong foundation and pre-requisite skills
2. Feelings experienced when not ready for academics (2 activities)

D. Modality-Based Instruction

1. Three components of modalities
2. Types of learners
3. Characteristics of the visual, auditory, and kinesthetic learner in the school and home environment
4. Identify your modality strength
5. How your modality preference affects the instruction you give your child

E. Purpose of the program

F. What can we do as parents

APPENDIX I

PARENT SURVEY REGARDING LEARNING STYLE

92

Parent Workshop Survey

Child's Name: _____

1. What is your child's favorite toy?

2. What is your child's favorite after-school activity?

3. How would you characterize their room?

   a. Orderly
   b. Sloppy
   c. Clean, but only after your instructions

4. How would you characterize their personality?

   a. Loud, gregarious
   b. Quiet
   c. Moody
   d. Even disposition

5. When your child is angry, does he

   a. Clam up and give others the "silent treatment"
   b. Quick to let others know why they're angry
   c. Clench his fists, grasp something tightly, or storm off

6. How do you think your child learns information best?

   a. When you explain the information to him
   b. When you demonstrate or show him
   c. When he can feel and manipulate that which you are discussing

7. What type of learner do you think your child is?

   a. Visual
   b. Auditory
   c. Kinesthetic

APPENDIX J

IN-SERVICE TEACHER WORKSHOPS #1

Teacher In-Service #1

Topics to be discussed:

1. Ready or not -- How children develop
2. Explanation of developmental screening instruments
3. What constitutes a developmental curriculum?
4. Teacher modality preferences and how they are manifested in the classroom
5. Recognizing children's modality strengths
6. Modality-based instruction: Instructional materials and methods addressing the needs of the visual, auditory, and kinesthetic learner
7. Where do we go from here?
8. Teacher evaluations

Teacher In-Service #1 Outline

1. Child development
   a. Children grow and mature at different rates
   b. Areas to look at developmentally
      1) Eye-hand coordination
      2) Gross motor coordination
      3) Auditory skills
      4) Speech and language patterns
      5) Social/emotional development
   c. Methods of assessing development
      1) The Battelle Developmental Screening Inventory
         a) Strengths and weaknesses
         b) Developmental age equivalents
         c) How results affect curriculum decisions
      2) Tests used in neighboring counties

2. Developmentally-appropriate curriculum
   a. Focusing on perceptual activities
      1) Hands-on experiences
      2) Manipulatives
      3) Supplementary learning activities
   b. Focusing on language development
      1) Language experience charting
      2) Dramatic play
   c. Focusing on auditory skills
      1) Auditory discrimination activities
      2) Auditory comprehension activities
      3) Listening centers
   d. Focusing on social/emotional development
      1) Cooperative play
      2) Positive grading system

3. Modality-based Instruction
   a. What do we mean by modality
   b. 3 components of a modality
   c. What modality strength do you exhibit
   d. How is your modality reflected in the classroom
   e. Observable characteristics of children's modality
   f. General instructional strategies
   g. Specific materials and methods of instruction for the visual, auditory, and kinesthetic learner
      1) Reading
      2) Writing
      3) Mathematics

4. Purpose of the program

5. Role of the teacher

APPENDIX K

IN-SERVICE POST-TEST -- DEVELOPMENTAL CURRICULUM

Teacher Evaluation of Developmental Age

and Age-Appropriate Activities

Darren, a young boy age 5.2 (62 months) was administered the Battelle Developmental Inventory Screening Test. He obtained the following Developmental Age Scores:

		Age Equivalent	Pass	Fail
1.	Motor	49-51		X
	a. Gross Motor	60-66	X	
	b. Fine Motor	40-43		X
2.	Communication	76-81	X	
	a. Receptive	70-78	X	
	b. Expressive	76-95	X	
3.	Cognitive	56-69		X

On the cognitive subtest, Darren had difficulty on tasks involving directionality.

1. What general area(s) appears to give Darren greatest ease?

2. What specific area can be considered Darren's strength?

3. What specific areas are causing Darren more difficulty?

4. Identify two specific skills Darren is experiencing difficulty with, and indicate developmental activities you would create in your classroom to reinforce those skills.

Skill	Activity 1	Activity 2
1.		
2.		

APPENDIX L

IN-SERVICE POST-TEST -- MODALITY PREFERENCES

Teacher Evaluation of Modality Preferences

1. When I look around my classroom and think about the way I present materials, I would consider myself to be a _____ teacher.

   a. Visual
   b. Auditory
   c. Kinesthetic

2. I have a child who is learning his alphabet by working on the computer. When we sing the alphabet, he cannot remember it all. This child can be considered a _____ learner.

   a. Visual
   b. Auditory
   c. Visual and Kinesthetic

3. I am ready to teach my children how to read several words. John is a visual learner. The best way to teach him reading is:

   a. Phonetic approach
   b. Sight word approach
   c. Using sandpaper letters

4. Sara seems to be an auditory learner. She is experiencing difficulty learning to write. She would learn best by:

   a. Telling her how to make the strokes
   b. Giving her an example and telling her to copy it
   c. Tracing letters

5. Jeremy is a kinesthetic learner. He learns math best by:

   a. Using flash cards
   b. Manipulating cuissainaire rods
   c. Reciting 1 + 1, 2 + 2, over and over

6. Tracy is an auditory learner. She experiences a great deal of difficulty:

   a. Remembering nursery rhymes
   b. Remembering fingerplays
   c. Doing puzzles

7. A teacher who has a kinesthetic influence in her classroom would provide the students with:

   a. Clay activities
   b. Puzzles
   c. Sandpaper letters
   d. All of the above

8. A teacher who has a visual influence in her classroom would provide the students with:

   a. Phonics when reading
   b. Written words identifying objects around the classroom
   c. Crayons and pencils

9. If a teacher's modality strength is auditory and the child's modality strength is kinesthetic, it is impossible to teach that child.

   a. True
   b. False

10. It is possible for a person to have mixed modailities in which no one modality is dominant.

    a. True
    b. False

APPENDIX M

MODALITY-BASED DEVELOPMENTAL CURRICULUM GUIDE

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LEARNING EXPERIENCES THROUGH

THE AUDITORY CHANNEL

DEVELOPMENTAL/ACADEMIC SKILLS - AUDITORY PRESENTATION

NAMES OF STUDENTS	Following Directions	Sequencing	Motor Skills Through Visual Perception Training	Memory	Discrimination	Association	Concept Development	Letter Recognition Mastered	Letter Sounds and Blending

Purpose: Following Directions

Activity 1

Materials: Student worksheets, scissors, crayons

Procedure: The student follows simple directions, which are read by the teacher.

1. Color the house brown.
2. Draw a circle around the tree.
3. Draw a line from the top of the tree to the bottom of the house.
4. Cut out the picture of the house.
5. Cut out the tree.

Activity 2

Materials: Grid and Bear It by Fearon Teacher Aids

Procedure: Give each child a grid and have him listen to the directions and follow with his pencil what is being said.

Activity 3

Materials: Listening Skills, Lower Primary by Milliken Publishing Co.

Supplies Needed: Crayons, pencil

Purpose: Sequencing

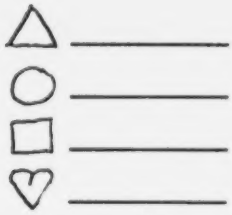
Materials: None

Procedure: By clapping and tapping the table, establish a rhymic pattern which the children are to copy and continue.

Purpose: Developing motor skills through auditory perception training

Material: Ditto sheet with activity.

Activity 1

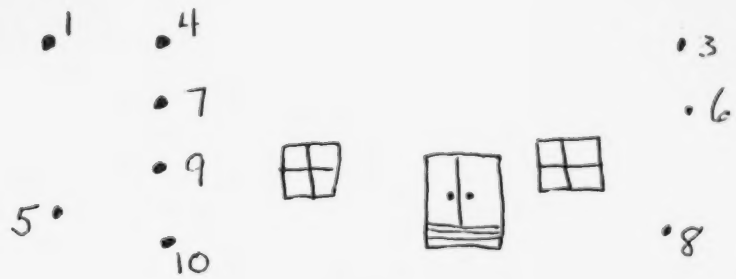


1. Put a ____ on the line next to the ○
2. Put a ____ on the line next to the △
3. Put a ____ on the line next to the ♡
4. Put a ____ on the line next to the □

Can be done orally or put on tape.

Activity 2

1. Draw a line from dot 1 to dot 5.
2. Draw a line from dot 5 to dot 8.
3. Draw a line from dot 8 to dot 6.
4. Draw a line from dot 6 to dot 3.
5. Draw a line from dot 3 to dot 7.
6. Draw a line from dot 4 to dot 1.
7. Draw a line from dot 4 to dot 7.

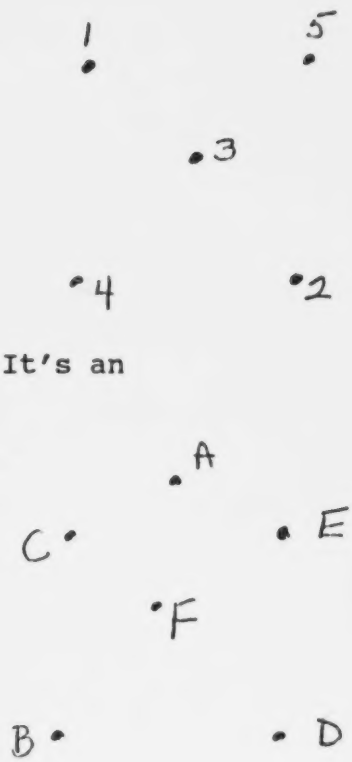


Activity 3

1. Draw a line from dot 1 to dot 5.
2. Draw a line from dot 5 to dot 3.
3. Draw a line from dot 3 to dot 1.
4. Draw a line from dot 1 to dot 4.
5. Draw a line from dot 4 to dot 2.
6. Draw a line from dot 2 to dot 5.

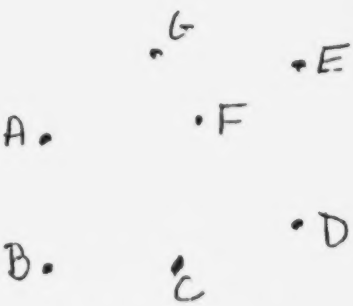
Does it look like anything you know? It's an envelope.

7. Draw a line from dot B to dot D.
8. Draw a line from dot D to dot E.
9. Draw a line from dot E to dot F.
10. Draw a line from dot F to dot C.
11. Draw a line from dot C to dot E.
12. Draw a line from dot E to dot A.
13. Draw a line from dot A to dot C.
14. Draw a line from dot C to dot B.



Activity 4

1. Draw a line from dot A to dot B.
2. Draw a line from dot B to dot C.
3. Draw a line from dot C to dot F.
4. Draw a line from dot A to dot F.
5. Draw a line from dot A to dot G.
6. Draw a line from dot F to dot E.
7. Draw a line from dot G to dot E.
8. Draw a line from dot F to dot E.
9. Draw a line from dot C to dot D.
10. Draw a line from dot E to dot D.



Purpose: Memory

Activity 1

Materials: None

Procedure: Review with students the daily activities. Ask them "What do we do at the beginning of school in the morning, at 12:00, at 1:00 P.M., 2:00 P.M., etc.

Activity 2

Materials: Record player or guitar

Suggested Activities:

1. Have children listen to a song and teach them the words.
2. When teaching them the words to a song or story have them recall and act out the basic plot.
3. Have students add missing words in familiar jingles, poems, and rhymes.

Purpose: Discrimination

Activity 1

Materials: None

Procedure:

1. The teacher asks the children to close their eyes.
2. The teacher makes familiar sounds, i.e. tapping the table with a pencil, etc.
3. The children have to guess what the sound is.
4. The teacher could ask the children to be quiet and identify any sounds they might hear in the classroom.

Activity 2

Materials: Game -- Listening Lotto-RY by Educational Insights, cassette player and headphones

Activity 3

Auditory Discrimination--Rhyming Words

Materials: Tape recorder, self-made tapes with rhymes

Procedure:

1. Record a specific rhyme, i.e. Hickory Dickory Dock.
2. Leave out the last word and have the child fill in the missing word.

Purpose: Auditory-vocal Association

Materials: None

Suggested Program Ideas:

1. Verbal Opposites
   Going around in a circle give a child a word and ask him to state the opposite, i.e. boy-girl, heavy-light.

2. Categorization
   Give children a list of words and ask them which word does not belong, i.e. dog-house-bird-lion.

3. Analogies
   Have children complete verbal analogies, i.e. fire is hot, ice is _____.

4. Have students make up endings for oral stories.

Purpose: Concept Development

Activity 1

To understand the concept of more and less

Materials: Teacher-made

Procedure: Using visual cues, such as children's fingers, cards, etc., discuss the concepts more and less for the numbers:

5	or	7	8	or	1
6	or	3	10	or	15
10	or	5	11	or	18

Activity 2

To understand the concepts first, last, top, middle, bottom.

Materials: Two flash cards

Procedure:

1. Show children a flash card of people standing in line. Ask children to point to the first person, the last person, and the middle person.
2. Discuss situations where people are positioned on line.
3. Show another card with clowns. Discuss which is the top clown, bottom clown, and middle clown.

Worksheet

Teacher: "Tell me which number is more."

6 3

4 7

2 9

8 5

Teacher: "Tell me which number is less."

7 2

3 9

8 9

6 3

Teacher: "I am going to say three letters. Tell me which is first."

C M E

Teacher: "Which one is last?"

Teacher: "Which one is in the middle?"

Purpose: Recognition of Letter Aa

Activity 1

Materials: Alphabet Stories by Fearon Teacher Aids, crayons, scissors, hole puncher, yarn or ribbon

Procedure: Apple Auntie

1. Have the children cut out, color, and make a puppet of Apple Auntie using a straw.
2. Tell the story of Apple Auntie with the help of the children, asking them questions and having them make the sound of A.
3. Ask them for other words that start with A.
4. Have the children cut out the story parts of Apple Auntie.
5. Using a hole puncher, have them make a hole and put the story in order using yarn or ribbon.
6. Have several children re-tell the story.
7. Review the sound of A, and write the capital and small A on a paper several times.
8. Have them draw pictures of things in the story that start with the letter A.

NOTE: This procedure can be adapted for all the letters of the alphabet utilizing the Fearon Teacher Aids.

Activity 2

Materials: None

Procedure: Teach them the fingerplay for letter A.

One red juicy apple (make fist in air) hanging in a tree

One red apple saying (shake fist) "you can't get me!"

I climbed that tree and (climbing motion)

Reached as far as I could (reach)

I grabbed that apple! (grab)

M-m-m! It was good! (rub stomach)

NOTE: Fingerplays can be utilized for all letters of the alphabet.

Activity 3

Materials: Zaner-Bloser Modality Alphabet Cards with modailty-specific stimulus words, Manuscript Stroke Descriptions by Zaner-Bloser, paper, pencil

Procedure:

1. Introduce the letter by naming it aloud and repeating the sound it makes.
2. Describe the basic strokes in reproducing the letter using descriptions provided.
3. Have children form the strokes and then the letters on a paper by listening to the descriptions.

Worksheet

Teacher: "I am going to describe several strokes to you. I want you to make these strokes, and when we have finished, tell me what letter you made."

1. "Begin at the top line and pull down straight two lines to the bottom line. Stop. Slide to the right. Lift your pencil. Go to the top line and make your pencil go to the right. Lift. Go to the middle line and make your pencil go to the right just a little. What letter did you make?"

2. "Begin at the top line and pull down straight two lines to the bottom line. Stop. Lift. Go back to the top line, but move to the right. Start again and pull down straight two lines to the bottom line. Stop. Lift. Go to the middle of your first line and slide across to your other line. What letter did you make?"

3. "Begin at the middle line and pull down straight one line to the bottom. Stop. Push up and curve to the right. What letter did you make?"

Purpose: To recognize word families.

Materials: Bingo boards

Procedure:

1. Sound out a word. If the child has the word on his board have him place a marker on the word.

2. The first child to get bingo wins.

Words to be used include:

bat	tap	pad
cat	cap	bad
mat	map	tad
tat		mad
pat		

Purpose: Matching beginning sounds

Materials: Santa Clara Inventory of Developmental Tasks--Auditory Perception Worksheet distributed by Zaner-Bloser, crayons

Procedure:

1. Name all the pictures on the 1st line. Repeat directions for each line.

2. Say, "Circle the pictures that have the same beginning sound as . . ."

a.	fork	fish	lamp	fireplug
b.	bat	bed	bus	duck
c.	mouse	monkey	moon	balloon
d.	heart	house	chair	hammer
e.	rabbit	rake	ring	ladder
f.	swing	knife	sink	saw

The above activity can be used to determine the child's acquisition of all beginning sounds.

Additional materials that can be used to develop auditory perception include:

1. Musical instruments
2. DLM auditory tapes
3. Learning with Laughter--filmstrip and cassette by Educational Activities, Inc.
4. Letter People by Arista Products
5. Tape player and earphones
6. Language Master

LEARNING EXPERIENCES THROUGH

THE VISUAL CHANNEL

DEVELOPMENTAL/ACADEMIC SKILLS - VISUAL PRESENTATION

NAMES OF STUDENTS	Following Directions	Sequencing	Motor Skills Through Visual Perception Training	Memory	Discrimination	Association	Concept Development	Letter Recognition Mastered	Letter Sounds and Blending

Purpose: To develop visual-motor skills and directionality.

Materials: Teaching Resources Visual-Motor Skills Pattern Cards for Pegboard, pegboards, plastic pegs, dittos, crayons

Procedure:

1. Have children copy the patterns on the cards after a demonstration.
2. After they reproduce the pattern, have them make a picture of what they see on the pegboard using the worksheet and crayons.

Worksheet:

Purpose: Following Directions

Materials: Follow-the-number picture cards, mazes

Procedure:

1. Have students follow the cues and then copy the designs.
2. Have them do the mazes by initially being shown what to do.

Purpose: Sequencing

Activity 1

Materials: Worksheet

Procedure: Illustrate several patterns. The child must determine the pattern and then complete it across the page, i.e.

X O X O

X X O O

O O O X O O O

X X O O O

Activity 2

Materials: Cards with specific patterns, colored paper

Procedure:

1. Give the child a card with a specific pattern on it.
2. Give the child shapes cut out from the colored paper.
3. Have the child use the shapes to recreate the patterns on the cards.

Activity 3

Materials: Pictures from a familiar story

Procedure:

1. Give children cut-up pictures from a familiar story.
2. Have them arrange the pictures in the proper order and tell the story.

Purpose: Developing Motor Skills through Visual Perception Training

Activity 1

Materials: Ditto

Suggested Activities:

1. Draw letters in dots. Have children connect the dots to form the letters. Put a green dot where the letter begins and a red dot where the letter ends.

2. Duplicating Masters such as those produced by Milliken Publishing Company can be used to develop motor and hand-eye coordination.

Worksheet

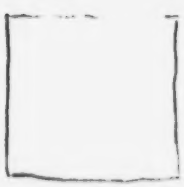
Teacher: "Trace the letters below."

Activity 2

Materials: Worksheet with geometric shapes, scissors

Procedure: Have the child cut out the shapes on the worksheet.

Worksheet



Purpose: To increase visual memory

Activity 1

Materials: Teacher-made picture cards

Procedure:

1. Place all cards face down on a table.
2. Each child takes a turn to draw two cards attempting to find a match. If he gets a match, he goes again. If he does not, the next player takes his turn.
3. The child to have the most matching pairs wins.

Activity 2

Upper-lower case matching and memory

Materials: Cards with a letter on each

Procedure:

1. Cards are placed face down.
2. The child must pick one card and then try to find its upper or lower case match.
3. If the cards do not match, the next child picks a card.

Purpose: Discrimination

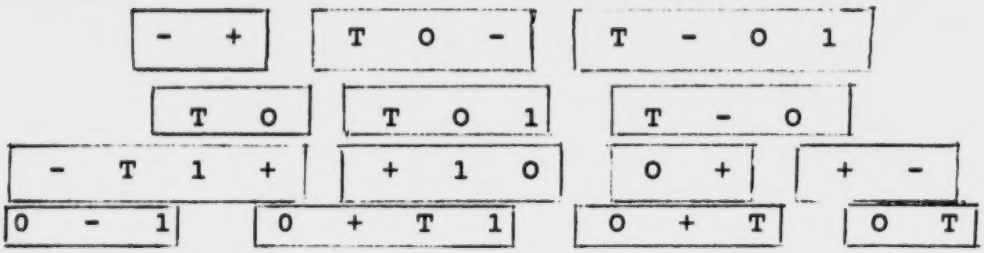
Activity 1

Materials: Bingo boards with combination of abstract marks, i.e. T O 1, O +, markers, cards with sequenced symbols

Procedure:

1. Show students card with symbols on it.
2. Have them identify the design on their boards and place a marker on that design.
3. The first person to get markers on one line across the board wins.

Cards:



Activity 2

Materials: None

Procedure:

1. Have the children tell you a story which you write on a chart.
2. Have the children draw a line under each word with a specified number of letters.

Purpose: Visual Association

Materials: Teacher-made picture cards.

Suggested Program Ideas:

1. Using picture cards, have children match two pictures that are opposite.
2. Have children categorize pictures, i.e. animals, furniture, toys, etc.
3. Have children classify objects according to size.

Purpose: Concept Development

Activity 1

To understand the concept of more and less.

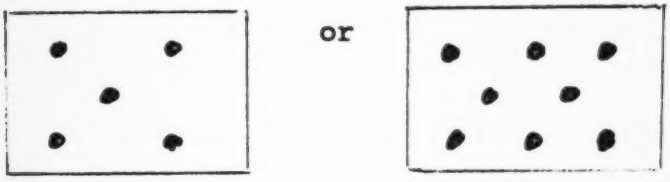
Materials: Flash cards

Procedure: Using flash cards with dots illustrating the numbers, ask which card shows more and less.

Numbers:						
	5	or	7	8	or	1
	6	or	3	10	or	15
	10	or	5	11	or	8

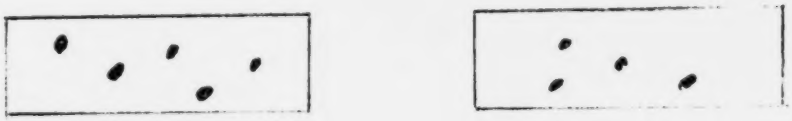
etc.

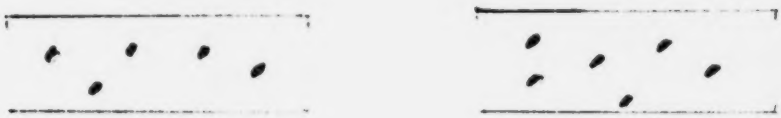
i.e.

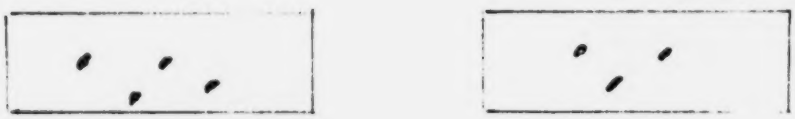


Worksheet

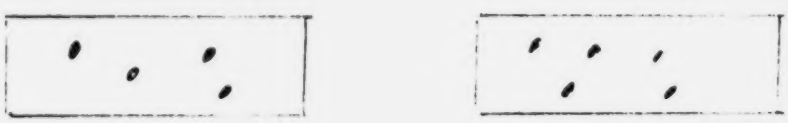
Teacher: "Circle the box which has more dots."

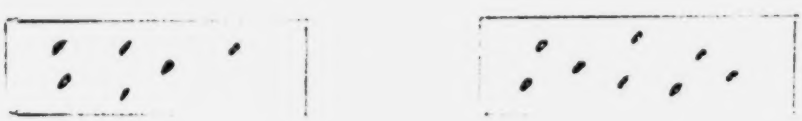
A. 

B. 

C. 

Teacher: "Circle the box which has less dots."

A. 

B. 

Activity 2

To understand the concepts first, last, top, middle, bottom.

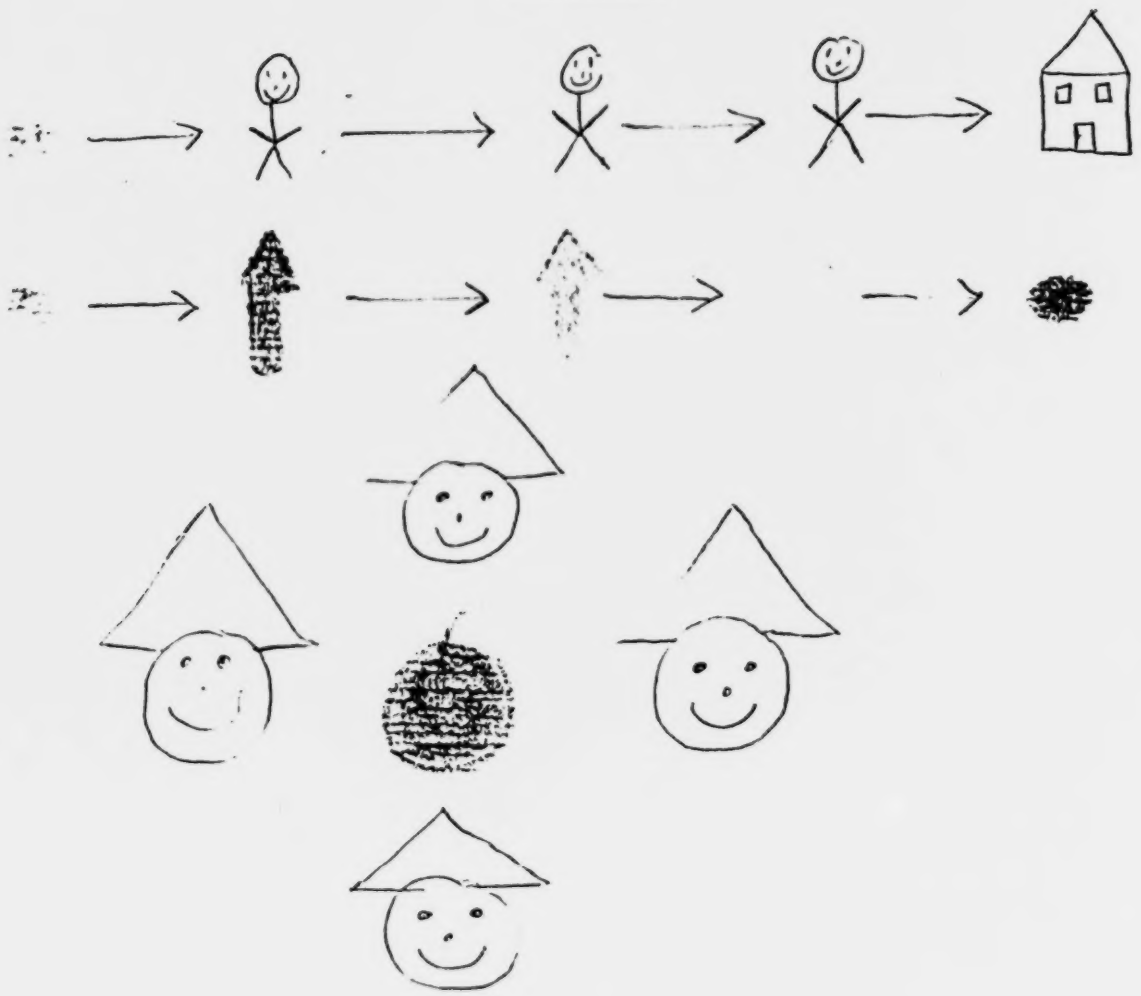
Materials: Worksheet

Suggested exercises:

1. Show children worksheet. Have them put an X on the first object or person; an O on the last. Have them put an X on the top clown, an O on the bottom clown. Ask what is in the middle.

2. Using teacher-made pictures, show students a baby, young child, teenager, adult, and older person. Ask them to arrange the pictures in order according to what came first, next, last.

Worksheet



Activity 3

To understand the concept of same and different

Materials: Teacher-made cards

Procedure: Show children three cards. Ask them which ones are the same and which are different. Discuss.

Activity 4

To write child's name and address

Materials: Postcards, pencils, crayons

Procedure:

1. Once the children write their names and copy their addresses from the chalkboard, provide them with a postcard and have them address it to themselves.

2. Have them draw a picture on the reverse side.

Purpose: Recognition of Letter Aa

Activity 1

Materials: Alphabet Activities by Fearon Teacher Aids, crayons, filecards, scissors, hold puncher

Procedure: Letter A

1. Introduce the letter Aa and its sound.
2. Have them color and cut out the pictures of apples.
3. Using a hole puncher, have them punch the holes in the apple and attach them with yarn to make an "apple necklace."
4. Do the activity "Ants on the Anthill."
5. Using filecards, have children illustrate one picture per card that starts with the letter A. Write the name of the picture at the bottom.
6. When reviewing the cards, have children name the letter, tell a word beginning with that letter, tell its sound, and other words that begin with that letter.
7. Have the children write the capital and lower case letter on a paper.

NOTE: This procedure can be done with all letters of the alphabet utilizing the Fearon Teacher Aids.

Activity 2

Materials: Hidden Alpha-Pix by Zaner-Bloser, Handwriting by Zaner-Bloser. Basic Skills and Application

Procedure:

1. Have them find pictures beginning with the letter A on the Hidden Alpha-Pix card.
2. Have the children do the writing of letter A from examples provided in Handwriting by Zaner-Bloser.

NOTE: This procedure can be utilized with all letters of the alphabet.

Purpose: Letter recognition and sounds

Activity 1

Materials: Drawing paper, crayons

Procedure: Experience Charting

1. Ask the children to tell you as many words as they can with the letter discussed that week.
2. Have them tell you a sentence using those words. Write the sentence on the drawing paper and have them illustrate it.
3. Laminate their pictures to create a book with all letters at the end of the year.

Activity 2

Materials: Oaktag for each child, magazines, paste

Procedure:

1. Make a chart with pictures illustrating each letter.
2. Do this on a continuous basis--1 letter per week.

Activity 3

Materials: Those needed for cooking projects.

Procedure: Using the rebus method of substituting pictures for words, write a menu which the children can follow when cooking, and can then bring home.

Activity 4

Materials: Bingo boards, markers

Procedure:

1. Draw 4 different boards with 16 squares on each board containing different lower case letters in each square.

2. Explain the object of the game is to place markers in a straight line by matching the upper case letter shown with its lower case letter on the board.

3. A card is drawn until a child has bingo.

Variation: The teacher can show the card and say its accompanying sound.

Worksheet

f	b	m	c
w	s	t	z
l	h	r	d
p	g	n	v

Additional materials that can be used to develop visual skills:

1. Flash cards
2. Labels on objects around the room
3. Stickers or gummed seals can be used for matching and sorting
4. Markers, fingers, windows, etc., to keep place when reading

LEARNING EXPERIENCES THROUGH

THE KINESTHETIC CHANNEL

DEVELOPMENTAL/ACADEMIC SKILLS - KINESTHETIC PRESENTATION

NAMES OF STUDENTS	Following Directions	Sequencing	Motor Skills Through Visual Perception Training	Memory	Discrimination	Association	Concept Development	Letter Recognition Mastered	Letter Sounds and Blending

Purpose: Directionality - b-d confusion

Materials: Teacher-made cards

Procedure:

1. Make four letter cards - 2 with letter b, 2 with letter d.
2. Give four children one card each.
3. Have the other children face them in two teams--one team lined with one set b-d, the other team facing the other b-d.
4. Show the children a word. If the word starts with "b," the first person on each line must run around the person holding the "b" in the same direction in which the "b" is formed, i.e. ↻
5. The first team that does this and gets back to their place wins a point.

Purpose: Following directions

Materials: None

Procedure:

Give the child single directions, and ask him to act them out. Gradually increase in the number and difficulty of directions.

Purpose: Sequencing

Activity 1: Letter sequencing

Materials:

1. Upper and lower case magnetic letters
2. A magnetic board

Procedure:

1. Place a sequence of letters on a magnetic board.
2. Have a letter missing, and ask the child to put in the missing letter, or
3. Have the letters improperly sequenced, and ask the child to correct it.

Activity 2: Alphabet Sequencing

Materials: Oaktag chart with 26 slots for letters

Procedure: Children are to make each letter (capital & lower case) and a picture that corresponds to that letter and place them in proper sequence on the chart, i.e.

Aa	Bb	Cc	Dd	Ee	Ff
1.	2.	3.	4.	5.	6.
Gg	Hh	Ii	Jj	Kk	Ll
7.	8.	9.	10.	11.	12.
Mm	Nn	Oo	Pp	Qq	Rr
13.	14.	15.	16.	17.	18.
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
19.	20.	21.	22.	23.	24.	25.	26.

Activity 3: Sequencing of objects

Materials: Buttons, blocks, or coins, etc.

Procedure: Start a pattern using any material mentioned above. Once the child determines the pattern, have him complete it using the remaining materials.

Purpose: Developing motor skills through a kinesthetic orientation

Activity 1:

Materials: Clay

Procedure:

1. Roll out long strips of molding clay.
2. Have children form letters with the clay.
3. Have them trace over the letters with their index finger to feel the shape.
4. They can then copy the letters on paper.

Activity 2:

Materials: Tagboard letters
Paper
Crayons

Procedure:

1. Cut letters from tagboard or construction paper.
2. Have the child arrange the letters in a pattern.
3. Then have him trace over the cutout letters.
4. Have him reproduce those letters on a paper.

Purpose: Visual-motor perception

Activity 1:

Materials: Colored chalk
Scissors

Suggested Program Activities:

1. Using different colors of chalk, have the child go over the teachers writing on the board.

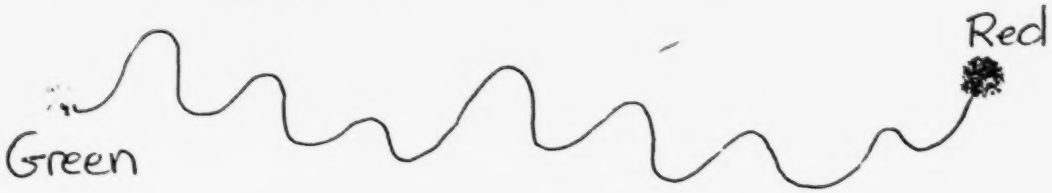
2. Have the children follow patterns on the chalkboard, telling them to start at the green mark and end at the red, i.e.

3. Instead of tracing the patterns, students can cut along the lines.

Worksheet

Teacher: "Trace the pattern below by beginning at the green mark and following the path to the red mark."

1.



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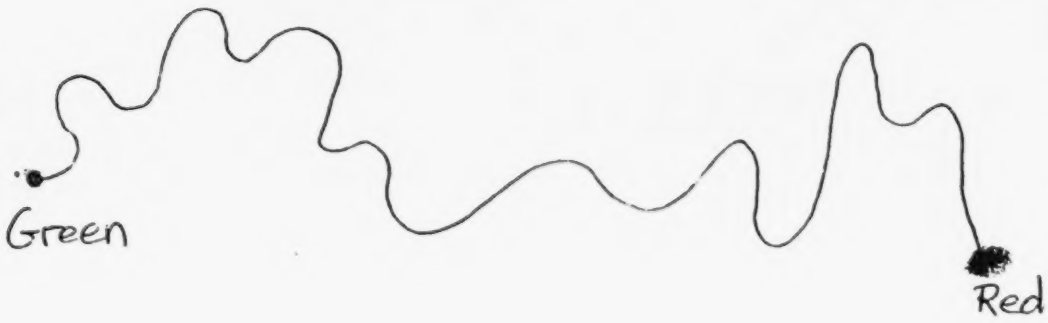

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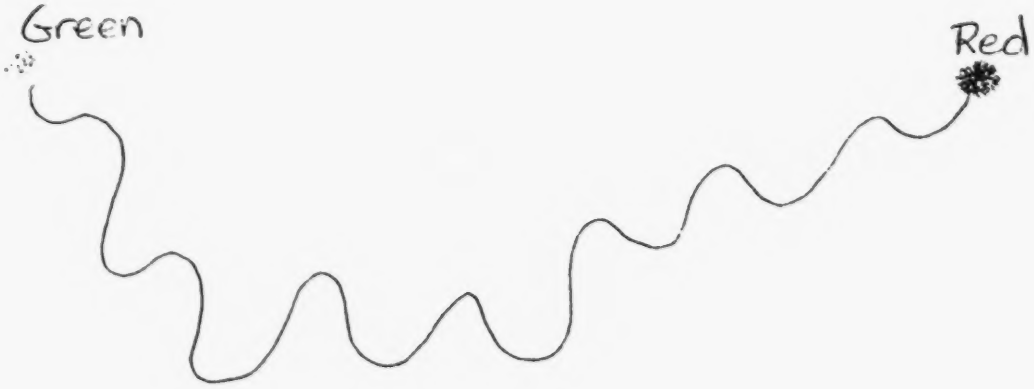


Activity 2:

Materials: Typewriter or computer

Procedure:

1. Working with a partner, the teacher gives one child a set of cards with word families on each, i.e. hat-sat-cat, bag-tag-lag.
2. Have the other child sit at a typewriter or computer.
3. The child dictates the letters while the other child types them.
4. They both try to guess the words.

Activity 3:

Materials: Pictures cut-up
Paper and pencil

Suggested Program Ideas:

1. Pictures of people can be cut-up, reassembled and glued by students.
2. Students can scribble on the chalkboard. Other students can create recognizable designs out of the scribbles.

Purpose: Memory

Materials: Pegboards and pegs

Procedure:

1. Create a design on the pegboard, i.e.

2. Have the child look at the design and make it on his pegboard several times until he is able to make the design from memory.

   This can be done with blocks, colored shapes from construction paper, etc.

Purpose: Discrimination

Activity 1: Letter discrimination

Materials: Upper and lower case letters made from stiff cardboard

Procedure:

1. After letters are made out of cardboard, they are placed in a box or container.
2. The child must place his hand in the container, feel the letters and find an upper and lower-case letter that match.

Activity 2: Discrimination of objects

Materials: Gloves
Shoes
Paper hand and foot outlines, etc.

Procedure:

Have children sort objects in terms of left and right.

Activity 3: Left-right confusion

Materials: Construction paper
Scissors

Procedure:

1. Have students trace their hands.
2. Cut the model hands out and paste them on a sheet of paper.
3. Label the hands left and right.
4. Use this as a model, having the children place their hands on top and repeating "left-right."

Purpose: Concept development

Activity 1: To understand the concept of more and less.

Materials: Pennies

Procedure: Using pennies have children count out each number, and then indicate which group is "more" and which is "less."

Numbers:

5	or	7	8	or	1
6	or	3	10	or	15
10	or	5	11	or	8

etc.

Activity 2: To understand the concepts first, last, top, middle, bottom.

Materials: Students
Coins

Procedure:

1. Moving the children, have them demonstrate who is first and last.
2. Follow the same procedure to show top, bottom, and middle.
3. Using coins, demonstrate the above concepts.

Activity 3: To understand the concepts of same and different.

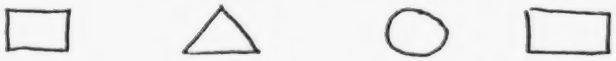
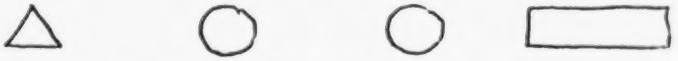
Materials: Eight beads: four of one color, two round, two square; four of another color, two round, two square. Buttons could be used.

Procedure:

1. Give children the eight beads. Have them divide them into two groups, saying that each group should be the same in some way.
2. Discuss what makes the groups the same and what makes them different.

Worksheet

Teacher: "Circle the two objects that are the same."

1. 
2. 
3.

Teacher: "Circle the object that is different."

1.
2.
3.

Activity 4: To write the child's name, address, and phone number.

Materials: Pipe cleaners.

Procedure:

1. Give each child pipe cleaners to write his name, address, and/or phone number.
2. Demonstrate how to twist the pipe cleaner to form the letters or numbers.

Variation: Procedure can be done in sand.

Activity 5: To write the child's name and address.

Materials: Paper houses
Scissors
Pencil

Procedure:

1. Have the children cut out a paper house.
2. Have them write their names and addresses on the house.

Activity 6: To write the child's name and phone number.

Materials: Construction paper
Scissors
String
Marker
Stapler

Procedure:

1. Once the child has learned to write his phone number, draw a picture of a telephone and have him write down the information.
2. Attach a receiver to the telephone using string.

Jan 556--1234

Purpose: Language Experience

Materials: Paper
Pencil
Crayons

Procedure:

1. Have the child tell the teacher what he did in class.
2. The teacher writes down what the child says verbatim.
3. Have the child illustrate his thoughts.
4. Laminate the paper and make it into a book.

Purpose: Recognition of letter Aa

Activity 1:

Materials: Brown, green and red construction paper
Scissors
Hole puncher
Cotton swabs
Glue
Crayon
Pencil

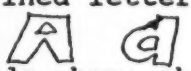
Procedure:

1. Outline a trunk in brown and a treetop in green.
2. Have the children cut them out and paste them together.
3. Using the hole puncher, have the children punch out red circles for apples and paste them on the tree.
4. Have the children make a capital A and a small a on the trunk with a crayon.
5. Discuss the letter a, its formation, and its sound.
6. Make the capital and lower-case letter A on a sheet of paper.

Activity 2:

Materials: Colored paper

Procedure:

1. Using cut-up pieces, paste colored pieces into the outlined letters of capital and small case A, i.e. 
2. Afterwards, have children write the letters on lined paper.

Note: This procedure can be done with all letters of the alphabet.

Purpose: Letter recognition and sounds

Activity 1:

Materials: Depending on letter project

Procedure:

1. Once per week, do an art or cooking activity that revolves around a letter.

2. Begin with consonant sounds and then introduce vowel sounds.

3. Have them reproduce the letter discussed onto a paper in both upper and lower case, i.e.

   A - make applesauce
   B - buzzy the brown bear
   C - make cookies
   D - dizzy the dinosaur
   F - fuzzy friends with felt

Activity 2:

Materials: Manila paper
Set of upper and lower case letters stamps
Inkpad

Procedure:

1. Fold the paper into ten rectangular sections.

2. Stamp a letter into each section, and have the children use their stamps to print the same letters in each box.

Variation: Children can match upper to lower case letters in each box.

Additional materials that can be used to develop kinesthetic skills:

1. Puzzles
2. Clay
3. Fingerpaint
4. Beads
5. Pegs and pegboards
6. Sewing cards
7. Writing in sand
8. Sky writing - pretending to write letters shown on the board in the air
9. Straws, toothpicks, or popsicle sticks to make patterns
10. Puppets to promote expressive language

Materials for Activities that Reinforce Developmental Skills and Modality-Based Instruction:

Advanced Ideas, 2902 San Pablo Avenue, Berkeley, California 94702

Arisa Products. Brake Media Inc., 921 Balch Avenue, Winter Park, Florida 32789

Barnell-Loft, Ltd., 958 Church Street, Baldwin, New York 11510

Counterpoint Software, Inc., Suite 140, Shelard Plaza North, Minneapolis, Minnesota 55426

DLM, One DLM Park, Allen, Texas 75002

Educational Activities, Inc., P.O. Box 1077, Ft. Lauderdale, Florida 33302

Especially for You, 3406-B East Bay Drive, Largo, Florida 33540

Fearon Teacher Aids, a division of Pitman Learning 'Inc., 19 Davis Drive, Belmont, California 94002

Frank Schaffer, 26616 Indian Peak Road, Palos Verdes Peninsula, California 90275

Golden Readiness Workbook Series, Western Publishing Company, Inc., Racine, Wisconsin

Hartley Courseware, Inc., P.O. Box 431, Dimondale, Michigan 48821

Houghton-Mifflin, 53 West 43 Street, New York, New York 10036

Ideal School Supply, 11000 S. Lavergne Avenue, Oak Lawn, Illinois 60453

Lauri Enterprises, Phillips-Avon, Maine 04966

Milton Bradley, 74 Park Street, Springfield, Massachusetts 01105

Minnesota Educational Computing Corporation (MECC), 3490 Lexington Avenue North, St. Paul, Minnesota 55126

Mira-Sara. Learn-It-All, 9705 E. Broadview Drive, Bay Harbor Island, Florida 33154

Monday Morning Books, Inc., Palo Alto, California

PDI (Program Design Inc.), 215 First Street, Cambridge, Massachusetts 02142

Spinnaker Software Corp., 215 First Street, Cambridge, Massachusetts 02142

Springboard Software, Inc., 7808 Creekridge Circle, Minneapolis, Minnesota 55435

Teaching Resources Corp., 100 Boylston Street, Boston, Massachusetts 02116

The Judy Company, 250 James Street, Morristown, New Jersey 07960

The Learning Company, 545 Middlefield Road, Suite 170, Menlo Park, California 94025

Xerox Education Publications/Weekly Reader, 245 Long Hill Road, Middletown, Connecticuit 06457

APPENDIX N

MONTHLY NEWSLETTERS

164

NEWSLETTER ONE

KINDERGARTEN CHILDREN

DESERVE AN AWARD

Small group instruction is great!!!

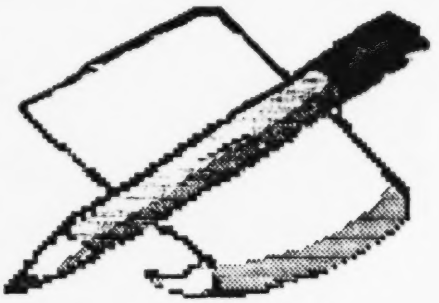
We have been working on sounding out our letters. We have pretended we were little ants making a-a-a sounds. Jonathan gave us another word that started with a. It is

The auditory group took a trip to Apple Auntie's house. The kinesthetic group made apple necklaces.

We have been practicing our writing.

Lindzee found a new way to hold her pencil. Brie, Marissa, and Jacyln work so carefully.

To improve our fine-motor skills, we have been doing a great deal of cutting and using a hole puncher. Stuie and Brian are trying so hard to cut and color.



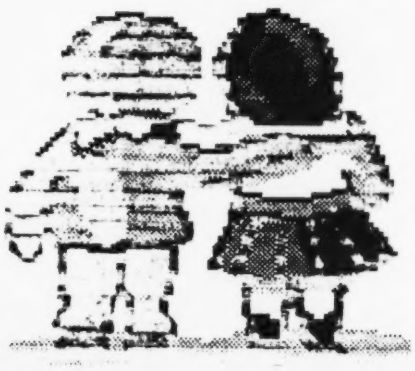
We are practicing better listening skills.

David and Kevin listened very carefully to the directions and connected the

dots to form a picture of a house.

We have been trying to visualize the direction of the letters b, d, and p by using our hands to form the letters. John, Eve, and Shaun are using this method.

The letters we have reviewed so far are a,b,d,m,p,s,t. Simone, Quani, Robbie, Kevin. Thomas, Reggie, Jeremy, and Loren are trying very hard to sound out or identify words with these letters.



What I am most proud of them is that they are helping each other succeed.

Parents can reinforce work done in school. Activities to do at home might include:

1. Use sewing or lacing card to improve fine-motor skills.

2. Provide activities in which the children can trace letters and geometric shapes.

3. Have children experiencing difficulty with directionality write letters in sand. Provide a visual cue by coloring the beginning part of the letter red, i.e b- color the l first.

4. Give short directions when asking your children to perform a task. Gradually increase in complexity.

5. Be positive! Focus on what your child can do rather than what he can't.

6. Have patience. Acquisition of a developmental skill is often slow, but eventually the majority of children get there.

Child's Name_____ _____

Worksheet

Each month you will be asked to complete certain activities with your child at home. Work with your child, and return this sheet by Wed., Feb. 22. In this way, you reinforce the learning which occurs in school.

1. Ask your child to write the following letters: a,b,d,f,m,o,p,t in the spaces provided below. Indicate which method you used with your child (auditory, visual, kinesthetic).

__ __ __ __ __ __ __ __

a. Auditory learners can be told the sound of the letter and asked to draw the letter that makes the sound.

b. Visual learners can be given an example to look at for several minutes. When the card is taken away, the children can make the letter.

c. Kinesthetic learners can use their hands or bodies to illustrate the letter. They may first make it using clay, and then make it using paper and pencil.

2. Likenesses in letters

a. Visual learners can be shown that certain letters have straight lines i.e. i,l,t,L,I,E,H etc., while others are circular i.e. o,a,c,d,b. Write the letters on the paper, and have your child copy them.

-- -- -- -- -- -- -- -- --

-- -- --

b. Auditory learners can be told how the letters are the same, and then asked to make the above letters by explaining the direction in which they are made as the child is writing.

-- -- -- -- -- -- -- --

-- -- --

c. Parents of kinesthetic learners can write the above letters on a chalkboard. Have your child trace the letters with their fingers, erasing the letters, asking them what is similar and different about the letters. Have the child then write the letters on the paper.

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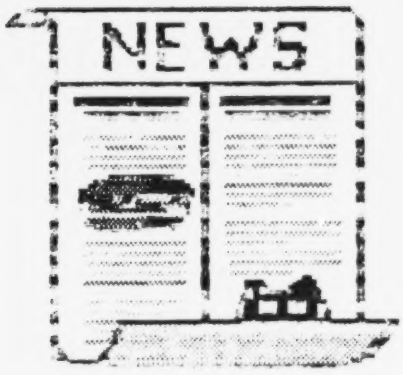


NEWSLETTER TWO

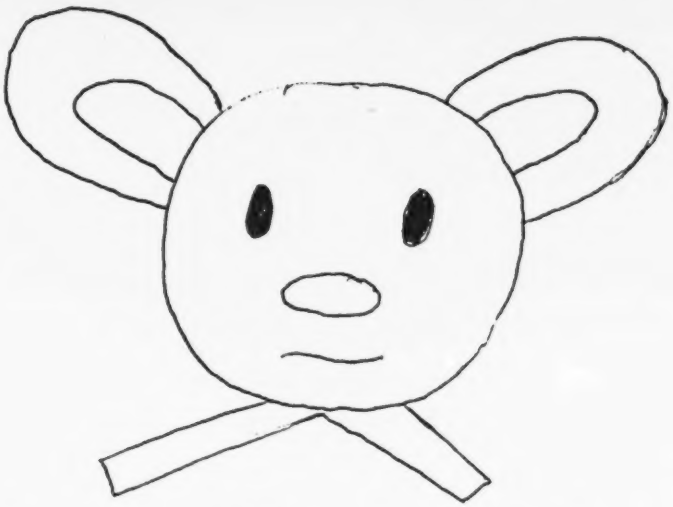
Developmental groups continue to make great gains

The children in the auditory, visual, and kinesthetic groups are working quite hard, and progress can be noted in their ability to identify upper and lower case letters, sound-out letters to indicate simple words, and in their letter formation.

We have made letter charts to associate letters with words. The children have done dot-to-dot pictures in which they connected letters in sequence. The visual group has tried to find geometric shapes hidden in pictures. All groups have done activities to strengthen their auditory discrimination and ability to follow directions. We all know how important it is for children to learn to listen, and sequentially follow a

task.

In order to further strengthen this skill, an activity is attached which you can do with your child at home. Please take time to complete this task, and return the paper with your child on Wednesday, March 22. Helping your child to listen and follow directions will have its rewards both in school and at home.

b  B

1. Color Billy Bear's nose yellow.

2. Color the lower case B red.

3. Put a hat on Billy's head.

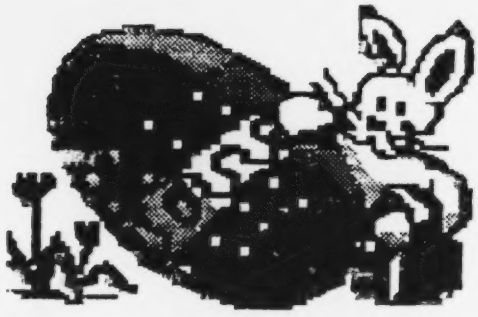
4. Color the capital B yellow.

5. Put a yellow bumble bee on the hat.

6. Color Billy's eyes black, and his lip red.

7. Write your name on the top of the page.

NEWSLETTER THREE



Well, spring is here,
It's definitly time for
a cheer,
But in those spare moments
when there's nothing to do,
Here are some activities
for your child and you.

Auditory Group:

1. You can teach through your child's strength by :
    a. Reading to them
    b. Having them listen to their own recorded voice.
    c. Identifying rhyming words and beginning sounds.
    d. Using phonics to sound out words.
    e. Asking them comprehension questions to stories read.
    f. Building vocabulary by doing activities involving opposites, classifications, matching pairs orally.

2. Specific activities which can be done include:

a. Have your child orally tell you his name, address, and phone number and then have him write it down on the attached worksheet.

b. Tell your child a list of words that have the same initial sound, and then the same final sound. Ask your child to identify that sound and letter. Pairs of words might include: bell-bear, fox-frog, dog-dinosaur, mouse-man, etc., and final sounds might include: hat-skate, steak-spoke, knife-leaf, yell-rail etc.

c. In order to help your child recognize directionality, draw four examples of four basic shapes such as arrows, pencils, pointing hand, and fish with one shape going in a different direction. Talk to your child about each direction, and have him explain why the one is different. Do the same with letters such as b and d.

d. In order to increase expressive language, have your child watch and then relate the events of a television show.

e. To help your child see similarities and differences, look at a group of animals,i.e. dogs, and discuss their sameness or difference

Visual Group:

1. You can teach through your child's strength by:
    a. When reading to your child, follow the words by putting your finger under the word as it is read.
    b. While driving in a car, point out words on roadsigns.
    c. Put label cards on items around the house to help your child associate words with objects.
    d. Use a whole word-sight word approach when reading.

2. Specific activities which you can do include:
    a. Make picture cards with a common object on each picture. Say the word and have the child point out the picture. Then have your child say another word that starts with the same sound.
    b. To help your child categorize, pictures can be drawn in particular categories, and the child can indicate how they are the same, i.e. fruits.
    c. Show your child two pairs of objects that are the same except for one characteristic, and ask him how they are the same, but what makes them different.
    d. Draw a picture of a baby, a young child, an older child, a young

adult, and an older man. Have him arrange the pictures in order, and as him to tell a story about the pictures.

e. Cut pictures from a book that has a story the child is familiar with, i.e. Little Red Riding Hood, and have your child put the pictures in the correct sequence and tell the story.

f. Read a story to your child making pictures to accompany the story. Ask your child comprehension questions allowing him to utilize the pictures as cues.

g. Using a page with printed words, have your child identify and circle all words beginning with a particular letter.

Kinesthetic Group:

1. You can teach through your child's strength by:
    a. When reading to your child, have him act out one of the characters.
    b. To aid in comprehension, have pictures to accompany a segment of the story read, and have the child hold up the correct picture when that part of the story is read.
    c. To improve directionality, give the child several objects, and ask him to touch the first object on the left, give you the last object, put the second object to the left of the fourth, etc.
    d. Have your child write certain letters, and discuss with them the similarities and differences. Straight-line letters, backward circle letters, tall letters, etc. could be used.

2. Specific activities might include:
    a. Using straws, toothpicks, etc. arrange in a certain pattern, and have your child copy the pattern. Watch for reversals and rotations.
    b. Using descriptive clues, play a game with your child in which you pretend to be thinking of an object

hidden in a paper bag, and your child must ask you descriptive questions until he can guess the object.

c. Have your child perform specific directions with increasing complexity.

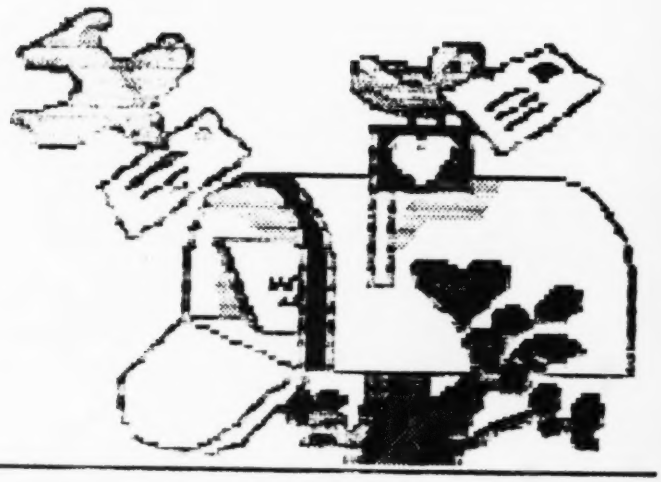
d. Improve motor coordination by doing activities involving clay, whole puncher, scissors, fingerpaint, beads, sewing, etc.

e. Simple cooking activities and children's cookbooks provide hands-on experiences and reading activities.

f. Puzzles can be done to improve perceptual skills.

Worksheet

NEWSLETTER FOUR



Child's Name _____

A. The past months, we have worked a great deal on letter formation, letter identification, and letter sounds.

Please complete these activities with your child, and return this paper by Friday.

1. Fill in the missing letters:

A _ C _ _ F G H I _ _

L M N O _ Q _ S T U

_ _ X Y _

a _ c _ e _ _ h _ j _ _

m n o _ q _ _ t _ v _ x

_ z

---

2. Have your child draw a picture that starts with the following sounds:

a _____

b _____

d _____

f _____

i _____

o _____

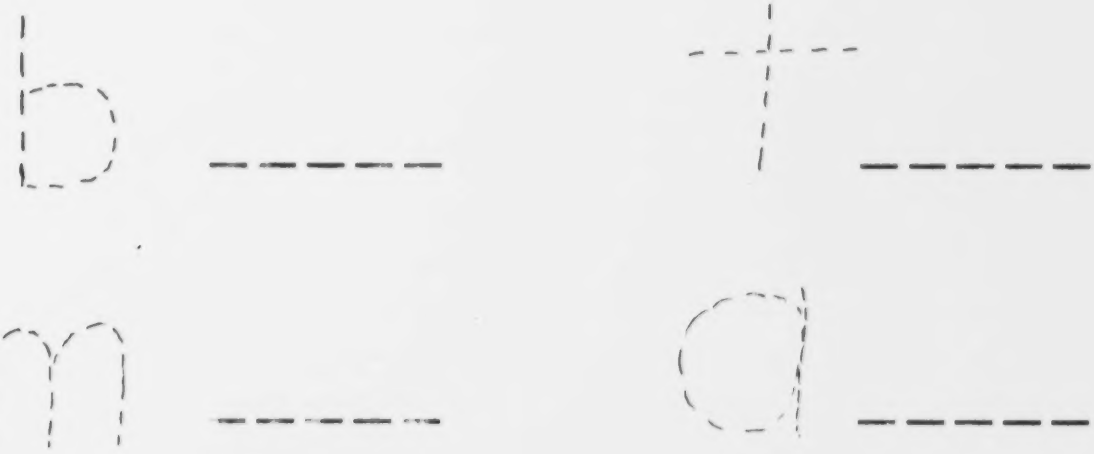
m _____

n _____

p _____

r _____

3. Have your child identify these letters and write them correctly on the line:



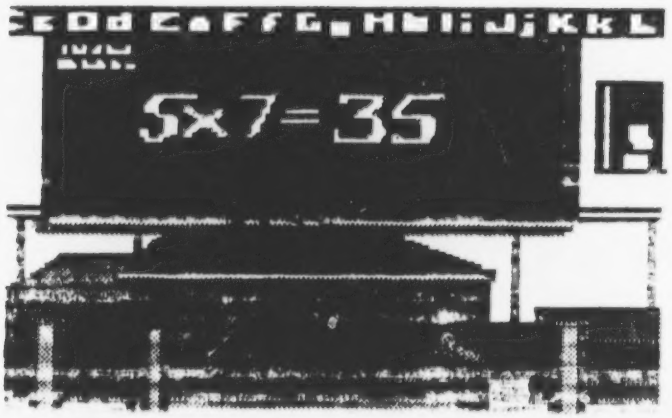
5. We have also worked on listening and following directions. Practice giving your child two commands to perform, and gradually increase the complexity as he/she successfully

completes the task.
i.e. "Pour me a glass of water and then bring me the pencil".

C. Continue to encourage your child to color and cut. These are important for fine-motor coordination, and pre-requisites for writing.

D. All the children are showing interest and excitement when working in our small groups. It is a pleasure to work with them.

Big
News
Newsletter
Five



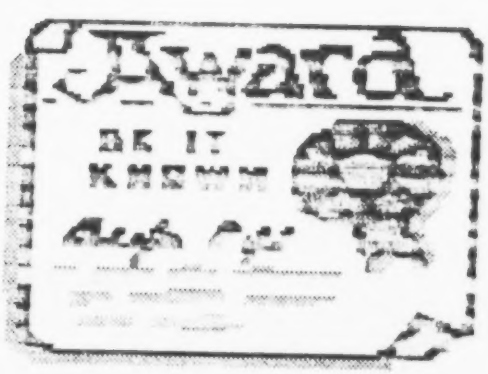
Today is the last day of our instructional groups. The children have worked hard throughout the year, and progress has been made by all. The purpose of these groups was to supplement the tremendous efforts of your child's classroom teacher. Due to the small group size, methods could be used that address the learning style of the individual child. Activities have been done to enhance fine-motor coordination, listening skills, perceptual skills, language, reading, and comprehension. Information was presented in a way that your child would approach these activities as though they were "play" rather than work.

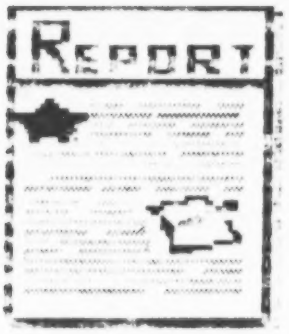
The next weeks will be used to test your child using the developmental instrument they were given at the beginning of the year. A comparison will be made to determine their progress. Before school is out,

a report will be sent home with the results of this testing.

I hope these sessions have been enjoyable and informative for both you and your child.

NEWSLETTER
SIX





NEWSLETTER SIX

We have completed our instructional sessions, and post-testing has been done with your children. Everyone has worked hard this year, and progress has been made by all.

Enclosed you will find a copy of the results of the testing done this year. Students have made the most progress in the areas of motor coordination and listening skills. These developmental areas, as well as reading readiness skills were stressed in my program, and were emphasized in the regular classroom instruction. Students had most difficulty in communication skills, i.e. expressive and receptive language. Questions in these areas included understanding future tense of the verb "to be", using comparative forms such as big and bigger, distinguishing between active and

passive voices, etc. These areas were not reviewed in either my sessions or the classroom. Your children will probably be presented with this material in first grade. It is hoped that you will have a better understanding of those areas if your child was found to have a weakness in communication, expressive language, and/or receptive language.

Lastly, I want to thank you for your interest throughout the year. The last page of this packet is a parent survey. Please complete it and return it to your child's teacher tomorrow.

Have a wonderful summer, and enjoy the free time with your child.

APPENDIX O

BIWEEKLY LOG

Date of Session:_____

Time Spent Testing or Instructing:

_____

Modality Used: _____

_____

Skill Taught: _____

_____

_____

Reference Page in Curriculum Guide: _____

Difficulties Experienced: _____

_____

_____

Teacher Concerns or Requests: _____

_____

_____

Recommendation for Follow-Up Activities: _____

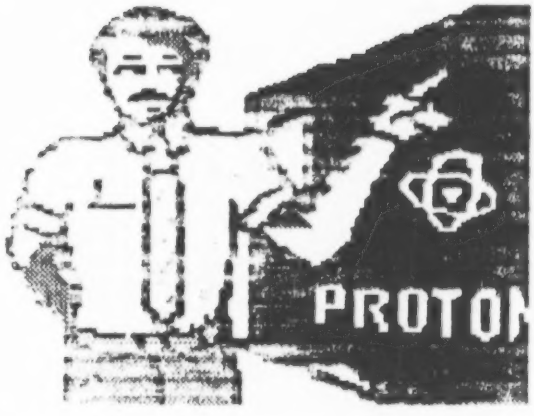
_____

_____

APPENDIX P

IN-SERVICE TRAINING WORKSHOP #2

DR. WALTER BARBE



Dr. Walter Barbe
Senior Editor of

Highlights for
Children

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will be speaking to
Parents and Teachers

Wednesday, January 11
at 2:00 p.m.

in the School Library

The Topic will be Your Child
and His/Her Learning Style

Refreshments will be served

APPENDIX Q

PUBLICITY REGARDING WORKSHOP #2

Children's magazine editor to discuss learning methods

will host a lecture by Dr. Walter Barbe, senior editor of Highlights magazine for children, at 2 p.m. Wednesday in the school library. Barbe will discuss children's learning styles. All parents and educators are welcome.

Also, student won first place in the junior high division of the recently concluded Citicorp Young Artist Competition.

APPENDIX R

LETTER TO PARENTS

WORKSHOP #2

201

HOLD THE DATE

On January 11, 1988 at 2:00 P.M., Dr. Walter Barbe, author of Teaching Through Modality Strengths and senior editor of Highlights Magazine will conduct a parent and teacher workshop at _____

The topic of his workshop will be Modality-Based Instruction. Dr. Barbe will discuss the methods by which children learn best. This type of instruction is the basis by which your children are receiving supplementary developmental learning activities. It is therefore important that you attend this workshop and hear what the experts say on styles of learning.

Set aside this time now so that you will be able to participate in this exciting workshop.

Sincerely,

APPENDIX S

LETTER TO PROFESSIONALS

203

January 4, 1989

Dear

I would like to take this opportunity to invite you to hear Dr. Walter Barbe, senior editor of Highlights Magazine on Wednesday, January 11. Dr. Barbe will be speaking at _____ at 2:15 in the Media Center.

The topic of Dr. Barbe's lecture will be "Modality Based Education" and will focus on teaching ideas and lesson plans that cover activities using the tri-sensory approach to learning.

Dr. Barbe's talk should last about one hour and refreshments will be served at the conclusion of the presentation.

I hope to see you there.

Sincerely,

APPENDIX T

PARENT NOTIFICATIONS REGARDING STUDENT PROGRESS

PARENT NOTIFICATION OF TEST RESULTS

Child's Name:_____

Teacher:_____

On the September, 1988 administration of the Battelle Developmental Inventory Screening test, your child displayed strengths and relative weaknesses in the following areas:

Strengths	Relative Weakness

On the June, 1989 administration of this test, the following results were found:

Recognizing that maturation plays an important part in a child's development, it is hoped that they have enjoyed and benefitted from the instructional sessions.

WHAT CAN I DO TO ENHANCE MY CHILD'S LEARNING EXPERIENCES

1. Listen to him. Answer all his questions. Ask him to explain and clarify what he is telling you.
2. Give him the opportunity to socialize with other children. Encourage him to invite friends over.
3. Enhance fine-motor skills through art activities. Give him scissors, crayons, pencils, finger paints etc., and praise creativity.
4. Explore different areas in your community, and encourge him to describe what he sees, i.e., parks, libraries, museums, zoo.
5. Set aside time each evening to read together. Ask questions about what is happening in the story, and how the characters might feel.
6. Give him directions around the house, and praise him for accurately following those directions.
7. Enjoy the experience of being with him.

APPENDIX U

END-OF-YEAR PARENT SURVEY

Child's Name: _____

Teacher: _____

Instructions: Please complete this survey, and return it with your child tomorrow. Your feedback is extremely important.

PARENT SURVEY

Value of Sessions

a. Do you feel your child has benefitted from additional instruction?

b. Do you understand the different learning styles of children?

c. Do you feel you are more sensitive to the strengths and limitations of your child?

d. Do you have any suggestions for future programs emphasizing developmental issues and modality-based instruction?

APPENDIX V

IN-SERVICE TEACHER WORKSHOP #3

TEACHER IN-SERVICE #3

Purpose: To review results of the program and discuss future applications.

Agenda:

1. Review modality strengths and developmental issues.
2. Discuss test results of students.
3. Discuss kindergarten policies and what is best for children.
4. Discuss how modality-based instruction affects acquisition of basic skills.
5. Review bibliography of materials, and methods of utilization in the classroom.
6. Conduct teacher survey.

REVIEW OF MODALITY STRENGTHS

1. Three modalities are important in learning:
   - visual
   - auditory
   - kinesthetic
2. A variety of factors influence modality strengths:
   - hereditary transmission
   - early learning experiences
   - combination of the above over time
3. Modality strengths can be found in an individual either singly or in combination (mixed dominance):
   30% of the population - visual
   25% auditory
   15% kinsethetic
   30% mixed
4. Over time, modality strengths can change
5. With age, modalities become more integrated, i.e. spelling - visual skill, but auditory learners can learn to spell phonetically
6. Sex, handedness, and race do not affect modality strengths
7. Teacher's modality strengths affect their instructional style

DEVELOPMENTAL ISSUES

1. Maturation plays a part in cognitive development.
2. Piaget states that "each child passes through each sequential stage of development in the same order, but not necessarily at the same rate" (Cain, Evans, 1979, p.116).
3. Children are not capable of learning material at any age. They might learn to give the correct answer through rote memorization to a specific question, but would then not be able to generalize this knowledge to similar situations. Until a child is ready to acquire background knowledge which he can utilize to assimilate new information, true learning cannot occur. Just as the onset of walking is based on earlier stages of locomotion, the experiences and skills gained from previous stages of development, act as a basis for new knowledge.
4. In order to enhance learning, a child would benefit from an environment that is rich in language stimulation, as well as, significant caretakers who are sensitive to a child's interests, needs, and behavioral changes. The degree to which this environment exists constitutes a major impact on individual differences within Piaget's stages of development.
5. In order to create optimum learning, "certain aspects of development must receive practice at the time the organism is ready to perform them, or that particular ability will not develop" (Pulaski, 1971, p. 33). In analyzing the development

of speech and language in the young child, the importance of speaking and exposing the child to conversation becomes paramount, in order for the child to develop these skills.

6. By organizing a person's experiences, and adapting himself to what he has experienced, learning can take place. Organization refers to the integration of experiences from different senses, classifying those stimuli, and incorporating them into your existing strategies and systems.
7. The teacher should review the work of Piaget, and become familiar with the learning that occurs at each developmental level, so that important curriculum decisions can be made. Familiarity with a child's development would assist the teacher in determining what to teach, how to teach, and when to teach.
8. By understanding at what stage particular skills develop, parents and teachers can have an appreciation of a child's accomplishments and limitations. They can avoid requiring a child to learn a particular concept, which developmentally, he is not ready to learn. By recognizing qualitative differences at each stage of development, learning, rather than frustration, can occur.

Comparison of three children's writing samples:

9/88 & 6/89

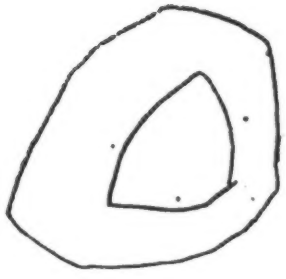
Jeremy

Marissa

Shaun

Girl
Jeremy 215.

But
I no
some
car Run

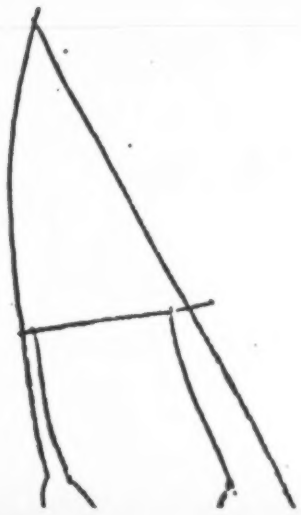


Jeremy 216

Bat
In
Go
Same
Car
Run

1
2
3
4
5

I
60
spme
RUd
cpr
Bat



218

Mariesa

Bat

In

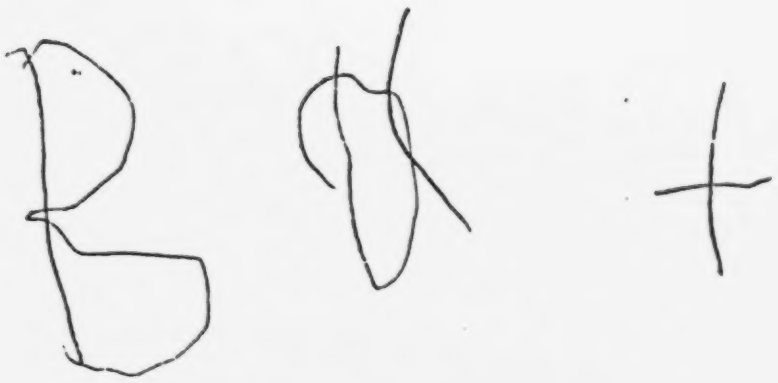
GO

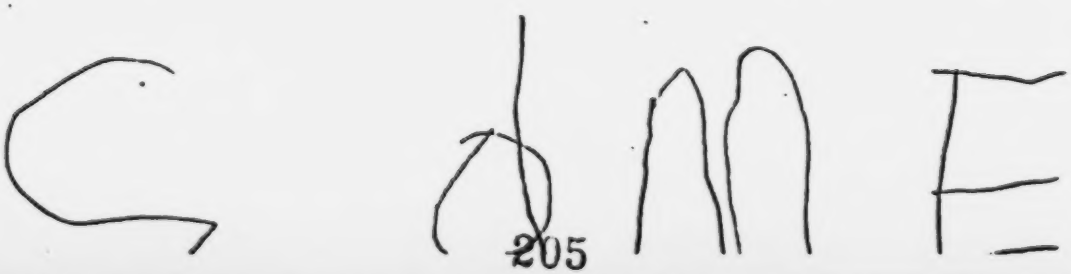
Same

Car

Run

Shawn
9/88 219





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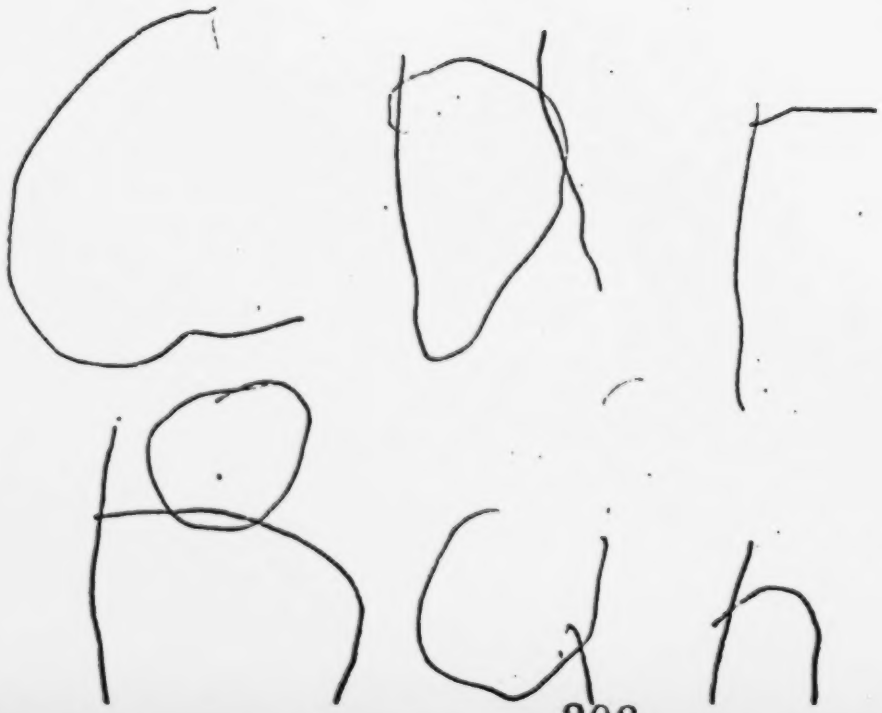

2 5 4 Should 6/84

-13 2/3 C T

C

Boat

In

Go Go

Some

Car

Run

MATERIALS TO INCREASE LANGUAGE SKILLS

	Material	Publisher/Manufacturer
1.	Peabody Language Development Kit	AGS
2.	Classification, Opposite, Sequence	Ideal
3.	Tell-A-Story Series	Ideal
4.	Story Starters	Curriculum Associates
5.	Everything Has a Size Everything Has a Shape	DLM
6.	Working with Words A Golden Book Step Ahead Video	Western Publishing Company Racine, Wisconsin 53404

COMPUTER SOFTWARE

To Enhance Visual Discrimination:

1. "Early Games Matchmaker" by Counterpoint Software
2. "Shape and Color Rodeo" by DLM
3. "Make a Match" by Springboard
4. "Preschool IQ Builder I or II" by PDI
5. "Moptown Parade" by The Learning Company
6. "Kindercomp" by Spinnaker
7. "Fun from A to Z" by MECC
8. "Facemaker" by Spinnaker

To Enhance Perceptual Skills:

1. "Gertrudes Secrets" by The Learning Company
2. "Gertrudes Puzzles" by The Learning Company

To Promote Letter Recognition:

1. "Alphabet Circus" by DLM
2. "Stickybear ABC" by Xerox Weekly Reader Series
3. "Early Games for Young Children" by Counterpoint
4. "Kids on Keys" by Spinnaker

To Enhance Concept Development

1. "Comparision Kitchen" by DLM
2. "Stickybear Shapes" by Xerox Weekly Reader Series
3. "Early Discoveries: Patterns and Sequences" by Hartley
4. "Stickybear Opposites" by Xerox Weekly Reader Series
5. "Dinosaurs" by Advanced Ideas

MATERIALS TO INCREASE LANGUAGE SKILLS

	Material	Publisher/Manufacturer
1.	Peabody Language Development Kit	AGS
2.	Classification, Opposite, Sequence	Ideal
3.	Tell-A-Story Series	Ideal
4.	Story Starters	Curriculum Associates
5.	Everything Has a Size Everything Has a Shape	DLM
6.	Working with Words A Golden Book Step Ahead Video	Western Publishing Company Racine, Wisconsin 53404

DEVELOPING PERCEPTUAL SKILLS

	Material	Publisher/Manufacturer
1.	Large Parquetry Designs Large Parquetry Colored Inch Cubes and Designs in Perspective	DLM
2.	Geo-Board and Activity Cards	Houghton-Mifflin
3.	Fit-A-Shape Fit-A-Space	Lauri Enterprises
4.	Dot-to-Dot	
5.	Look and See Find the Hidden Objects	Golden Books
6.	Motor and Hand-Eye Coordination-left to right	Milliken Publishing Company

FINE-MOTOR COORDINATION

	Materials	Publisher/Manufacturer
1.	Lego building toys	
2.	Pipe cleaners	
3.	Hole punchers	
4.	Alphabet Lacing Cards	Teaching Resources
5.	Mini Pegboard Mini Peg Patterns	The Judy Company
6.	Perception Task Cards	Milton Bradley
7.	Secret Codes for Fun	Frank Schaffer
8.	Assorted Beads and Laces	Milton Bradley
9.	Large Colored Beads and Patterns	Ideal
10.	Colored Beads and Pattern Cards	Teaching Resources
11.	Dot-to-Dot Pattern Sheets	DLM
12.	Zaner-Bloser Handwriting Basic Skills and Application	Zaner-Bloser

TO DEVELOP LETTER RECOGNITION

	Material	Publisher/Manufacturer
~~1.~~	Alphabet Stories by Jill M. Coudron	Fearon Teacher Aids, a division of David S. Lake Publishers
2.	Phonic Art Projects by Marilyn Burch	Fearon Teacher Aids
3.	Alphabet Fun and Games by Jill M. Coudron	Fearon Teacher Aids, a division of David S. Lake Publishers Belmont, California
4.	Alphabet Activities by Jill M. Coudron	Fearon Teacher Aids, a division of David S. Lake Publishers
5.	Alphabet Crafts by Kathy Darling	Roberta Suid Copyright by Monday Morning Books, Inc. Palo Alto, California
6.	Kin-Tac Alphabet Cards	Zaner-Bloser
7.	Alphabet Cutters	Especially For You

TO DEVELOP LISTENING SKILLS

	Material	Publisher/Manufacturer
1.	Listening and Learning by Bernice M. Chappel	Fearon Teacher Aids, a division of Pitman Learning, Inc., Belmont, California.
2.	Listening Skills Author/Project Director Lee Quackenbush	Timesavers for Teachers A Division of Milliken Publishing Company, St Louis, Missouri.
3.	The Listening Activity Book by Charlene W. Smith	Fearon Teacher Aid Book
4.	Barnell-Loft Auditory Readiness A Word Recognition Program	Barnell-Loft
5.	Listening Lotto-Ry	Mira-Sara Learn-It-All
6.	Sound/Picture Match-Ups	DLM

MATERIALS EMPHASIZING VISUAL, AUDITORY, AND KINESTHETIC ACTIVITIES

1. Reading Skills Kit: Visual, Auditory, and Kinesthetic Activities by Walter B. Barbe and Susan S. Petreshere, published by Zaner-Bloser, Inc.

2. Modality Specific Alphabet Cards with Modality-Specific Stimulus Words for Teaching, published by Zaner-Bloser, Inc.

BOOKS TO AID IN MODALITY INSTRUCTION

1. Barbe, W.B., Growing Up Learning, Washington, D.C: Colortone Press, 1985.
2. Barbe, W.B., Milone, M.N., Lucas, V.H., & Humphrey, J.W., Basic Skills in Kindergarten, Columbus, Ohio: Zaner-Bloser Inc., 1980.
3. Barbe, W.B., Swassing, R.H., Teaching Through Modality Strengths: Concepts and Practices, Columbus, Ohio: Zaner-Bloser Inc., 1979.

PUBLICATIONS ON DEVELOPMENTAL KINDERGARTEN

1. Activities and Rationale for a Developmental Curriculum by Stephanie Mueller Riley and Barbara Shiring, published by Developmental Curriculum and Bennett Diagnosis, Inc.
2. Developmentally Appropriate Practice, published by NAEYC.
3. Guide to an Effective Kindergarten Program by David and Mary Mindess, published by Parker Publishing Company, Inc.
4. Resource Book for the Kindergarten Teacher by Walter B. Barch and Virginia H. Lucas, published by Zaner-Bloser, Inc.

APPENDIX W

FINAL TEACHER SURVEY

TEACHER SURVEY

I. Value of Sessions

a. Do you feel your students have benefitted from supplementary instruction?

b. Did you enjoy the guest lecturer? Do you feel you learned more about your teaching style?

II. Understanding developmental issues and modality-based instruction

c. Are you aware of the different learning styles of students in your class?

d. How does this knowledge help you when instructing your students?

a. Do you recognize children who are developmentally delayed in language or motor skills?

b. What provisions do you think you can make for these children?

III. Interest in using modality guides in strengthening developmental skills or teaching academics

a. Do you feel that changing the method of instruction could change a child's efficiency in learning? Explain.

b. In what way do you feel you can incorporate this knowledge into future instruction?